REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE

FOR THE YEAR 1869–70.

BANGALORE:

MYSORE GOVERNMENT PRESS,

1870.

Digitized by Google

PRINTED AND PUBLISHED
BY J. P. GARRETT, SUPT., MYSORE GOVT. PRESS,
BANGALORE—1870.

Digitized by Google

CONTENTS.

		Page.
Numerical Results	... ...	1
Hóbḷi Schools ...	... ...	1
Female Schools...	... ...	2
Talook Schools...	... ...	2
Sanskrit Schools	... ...	2
Grant-in-aid Schools	... ...	2
Hindustani Normal School ...	... ...	3
Total number under instruction	... ...	3
School Books and Maps	... ...	3
I. Controlling Agencies.	... ...	3
II. General Financial Statistics.	... ...	4
III. University Examinations.		
Number of Candidates	... ...	5
Results.	... ...	5
IV. Government Schools.		
A. Schools of the Higher Class.	... ..	7
B. Schools of the Middle Class.	... ...	10
C. Schools of the Lower Class	... ...	12
D. Female Schools ...	... ...	21
E. Normal Schools ...	... ...	22
F. Other Schools for Special Education ...	...	26
V. Private Institutions under Government Inspection.		
A. Aided Schools of the Higher Class	... ...	28
B. Aided Schools of the Middle Class	.. ...	29
C. Aided Schools of the Lower Class	... ...	31
D. Aided Female Schools ...	... ...	33
E. Private Unaided Schools ...	... ...	36
VI. Scholarships.		
Government Scholarships...	... ...	37

Digitized by Google

Page.
VII. Employment of Students in the Public Service. ... 38
VIII. English Language in Indian Education ... 38
IX. Book Department.
Stock Account 39
Number sent to District Depôts 39
Sale Proceeds of Books credited to Government ... 39
Kanarese books published 39
Mysore Vernacular Series 40
School Buildings... 40
Conclusion... 41

APPENDIX I.

BANGALORE HIGH SCHOOL.

Principal's Report ... ... 43—51

APPENDIX II.

I. CIRCLE.

Inspector's Report.

HIGHER CLASS SCHOOLS.

Native Educational Institution, Bangalore 54
London Mission Institution, (Central) 54
Rája's School, Mysore 55
Wesleyan Mission School, Mysore 55
District School, Hassan 55
Bishop Cotton Grammar School, Bangalore 56
District School, Kolár 57
St, Andrew's School, Bangalore 57

MIDDLE CLASS SCHOOLS.

Chikka Baḷḷápura Anglo-Vernacular School 58
London Mission Branch School, Bangalore Cantonment ... 59
Huṇasúru Anglo-Vernacular School 59
St. Joseph's Seminary, St. John's Hill, Bangalore 59

Digitized by Google

	Page
St. John's District Boys' School, Bangalore	60
Holé Narasipura Anglo-Vernacular School	61
London Mission School, Alsúr Branch	61
Cantonment Orphanage, Shúlé, Bangalore	61
Ordnance School, Fort, Bangalore	62
Yeḷandúru Anglo-Vernacular School	63
Chennapaṭṇa Anglo-Vernacular School	63
Gundlupéṭé Anglo-Vernacular School	63
St. Patrick's Seminary, Shúlé, Bangalore	64

LOWER CLASS SCHOOLS.

Bangalore District.

Ragged School, Bangalore	64
Sadar Véda Siddhántha Sabhá Seminaries, Bangalore ...	64
Channapaṭṇa Talook Kanarese School	65
Clósepéṭé Talook Kanarese School	65
Dévanahaḷḷi Talook Kanarese School	65
Yelahanka Talook Kanarese School	65
Dodda Baḷḷápura Talook Kanarese School	66
Hosakóṭé Talook Kanarese School	66
Mágadi Talook Kanarese School	66
Sarjapura Talook Kanarese School	67
Nelamangala Talook Kanarese School	67
St. Mary's Catholic Tamil School, Bangalore	67

Kolar District.

Bágépalli Talook Kanarese School	68
Muḷabágalu Talook Kanarese and Telugu School	68
Gudibanda Talook Kanarese School	68
Góribidanúru Talook Kanarese School	68
ChikkaBaḷḷápura Talook Kanarese School	68
Chintámaṇi Talook Telugu and Kanarese School	69
Kolár Talook Telugu and Kanarese School	69
Narsápura Talook Kanarese School	70
Sríniváspura Talook Kanarese and Telugu School	70
Sidlaghaṭṭa Talook Kanarese School	70

Digitized by Google

Mysore District.

	Page.
Mysore Rája's Kanarese School	71
Nanjanagúdu Talook Kanarese School	71
Maddúru Talook Kanarese School	71
Mandya Talook Kanarese School	71
Narasipura Talook Kanarese School	71
Sargúru Talook Kanarese School	72
St. Joseph's Catholic Tamil School, Mysore	72
Yadaṭoré Talook Kanarese School	72
Chámarájanagara Talook Kanarese School	72
Gundlupéṭé Talook Kanarese School	72

Hassan District.

Arakalagúdu Talook Kanarese School	72
Narasipura Talook Kanarese School	73
Bélúru Talook Kanarese School	73
Sakaléspura Talook Kanarese School	74
Attikuppa Talook Kanarese School	74
Nágamangala Talook Kanarese School	74
Catholic Kanarese School, Sethaḷḷi	74
Singápura Aided Kanarese School	75

HOBLI SCHOOLS.

Bangalore District.

List of Hóbḷi Schools 77

Kolar District.

List of Hóbḷi Schools ... ... 8[illegible]

Mysore District.

List of Hóbḷi Schools 85

Hassan District.

List of Hóbḷi Schools 87
Hindustani Government and Aided Boys' Schools 89

Digitized by Google

PERSIAN AND HINDUSTANI SCHOOLS.

Bangalore District.

	Page.
Madrasa Islamia, Bangalore	89
Madrasa Mahamadia, Bangalore	90
Madrasa Kudusi, Bangalore	90
Madrasa Sultani, Bangalore	91
Madrasa Mufid ul Anam, Bangalore	91
Commissariat Madrasa, Bangalore	91
Closepété School...	91
Dodda Baḷḷápura School	91
Tyámagondla School	92
Madrasa Mahamadia, Channapaṭṇa	92

Kolar District.

Kolár Government Hindustani School	92
Echinpalli	92
Ránúr School	93
Chintámaṇi School	93
Madrasa Ahmadia, Sríniváspura	93

Mysore District.

Madrasa é Bowring, Mysore	93
His Highness the Rája's Hindustani School, Mysore	94
Madrasa Sultani, Huṇasúru	94
Madrasa Mahamadia, French Rocks.	94

Hassan District.

Hassan ul Madrasa, Hassan	94

GRANT-IN-AID SANSKRIT SCHOOLS.

Sanskrit and Kanarese Aided School, Mélkóṭé	95
Aided Sanskrit Vidyáshálé, Chintámaṇi...	96
Aided Sanskrit School, Chikka Baḷḷápura...	96
Aided Sanskrit School, Ṣeringapatam	96

Digitized by Google

ENGLISH GIRLS' SCHOOLS.

Page.

Bishop Cotton's Girls' School, Bangalore 97
Wesleyan Mission English Girls' School, Bangalore 97
St. John's Girls' School, Bangalore 97
St. John's Infant School, Bangalore 98
Convent English Schools, Bangalore 98

ANGLO-VERNACULAR GIRLS' SCHOOLS.

London Mission Boarding School, Bangalore 99
Wesleyan Mission Orphan Boarding School, Bangalore. ... 99

KANARESE AND TELUGU GIRLS' SCHOOLS.

London Mission Day Schools, Bangalore 99
Wesleyan Mission Day School, Bangalore... 99
Wesleyan Mission Day Schools, Mysore 100
Government Kanarese Day School, Bangalore 100
Chintámaṇi Telugu Government Girls' School 101
London Mission Day School, Anekallu 102
Catholic Day School, Shethaḷḷi 102
Sríniváspura Government Telugu School 103
Mágadi Government Kanarese School 103
Seringapatam Aided Kanarese School 103

TAMIL GIRLS' SCHOOLS.

Wesleyan Mission Girls' Tamil Day School, Alsúr, Bangalore ... 104
Hindu Tamil Girls' School, Cantonment, Bangalore 104
St. Mary's Catholic Tamil Girls' School, Bangalore 105
Convent Tamil School, Bangalore 105
Mysore Catholic Tamil School 105
Madrasa é Nisvan, Cantonment, Bangalore 105
Madrasa é Mufidun Nisvan, Bangalore Pété 105

SCHOOLS FOR SPECIAL EDUCATION.

JAIL SCHOOLS.

Central Jail, Bangalore 106

NORMAL SCHOOLS.

General Normal School, Bangalore 107

Digitized by Google

APPENDIX III.

II. CIRCLE.

Inspector's Report.

GRANT-IN-AID SCHOOLS.

	Page.
Wesleyan Mission Orphan Boys' School, Toomkoor.	114
Kaḷasa Kanarese School	114

SUPERIOR ANGLO-VERNACULAR SCHOOLS.

Shimoga	115
Chituldroog	115
Toomkoor	116
Chikkamagalúru	116

INFERIOR ANGLO-VERNACULAR SCHOOLS.

Harihara	117
Shikáripura	117
Chikkanáyakanahaḷḷi	117

VERNACULAR TALOOK SCHOOLS.

Toomkoor District.

Toomkoor	118
Koraṭagere	118
Maddagiri	118
Chikkanáyakanahaḷḷi	119
Sírá	119
Kadaba	119
Turivékere	119
Tipatúru	120
Huliyúrdurga	120

Shimoga District.

Shimoga	120
Ságara	120
Shikáripura	121
Nyámati	121
Channagiri	121
Hoḷéhonnúru	122

Digitized by Google

Kadoor District.

	Page.
Chikkamagalúru...	122
Tarikere	122
Sakrépaṭṇa	123
Kadoor	123
Yedahaḷḷi	123
Báṇávára	123
Bírúru	123

Chituldroog District.

Chituldroog	124
Dávaṇagere	124
Huḷiyára	124
Hosadurga	124
Pávagada	125
Harihara	125
Moḷakálumúru	125
Jagalúru	125
Háraṇahaḷḷi	125

HOBLI SCHOOLS.

Toomkoor District.

List of Hóbḷi Schools 126

Kadoor District.

List of Hóbḷi Schools 127

Chituldroog District.

List of Hóbḷi Schools 127

Shimoga District.

List of Hóbḷi Schools 128

GOVERNMENT HINDUSTANI SCHOOLS.

Chituldroog	128
Toomkoor	128

Digitized by Google

GRANT-IN-AID SCHOOLS.

	Page
Girls' School, Toomkoor	129
Girls' School, Shimoga	129
The Orphan Boys' School, Toomkoor	130
Hindustani School, Huliyúrdurga	131
Hindustani School, Channagiri	131
Hindustani School, Honnáḷi	131

APPENDIX IV.

ENGINEERING SCHOOL, BANGALORE.

Head Master's Report	132
Reports of Examiners	133

APPENDIX V.

Present Position of some of the Students educated in the High School	136

Digitized by Google

REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1869—70.

1. Mr. J. Garrett, Director of Public Instruction, returned from leave to Europe on the 12th May 1869, and has submitted the report on the progress of education for the year.

2. The extension of educational operations in the Province, as compared with the returns of the year previous, is exhibited in the subjoined statement:—

	1868—69.		1869—70.	
	Schools.	Scholars.	Schools.	Scholars.
Government Schools.	89	4,839	98	5,527
Sub-Talook Schools.	146	5,088	239	5,837
Grant-in-aid.	74	5,202	78	5,773
Total.	309	15,129	415	17,137

3. It will be seen from the above that there has been an addition of 102 schools (9 Government and 93 sub-talook) to the number open in 1868—69, and that 4 more private schools were brought under the operation of the grant-in-aid rules during the past year.

4. The number of children receiving instruction in all these schools shews an increase of 2,008.

Analysis of school statistics.

5. An analysis of the statistics for the several descriptions of schools shews that 15,066 boys and 2,071 girls were under instruction. This gives a proportion of four per thousand to the population. Classified by race there were 13,715 Hindus, 1,999 Mahomedans and 1,423 Europeans or Eurasians.

Digitized by Google

6. The classification of schools was as follows:—

Classification of Schools.

	Government.	Aided.
Higher Class, ..	7	5
Middle „ ..	10	9
Lower „ Talook ..	69	36
Lower „ Sub-Talook.	239	
Female Schools „ ..	5	28
Normal „ ..	4	0
Special ..	3	0
Total.	337	78

7. The scheme for the establishment of hóbḷi and village schools has made fair progress during the past year.

8. Three new female schools have been opened; one at Chituldroog by the people themselves.

Controlling Agency.

9. There has been no change in the controlling agency during the year. At present the Province is divided into two Circles of Inspection; but owing to the large increase of schools consequent on the introduction of the scheme for the hóbḷi or sub-talook schools, the Director of Public Instruction thinks it will soon be requisite to appoint a third Inspector, when the Circles can be made to correspond with the three Divisions of the Province.

Financial Statistics.

10. The expenditure in education during the year under review amounted in the aggregate to Rs. 2,83,911 under the following heads:—

Direction	13,070
Inspection	19,720
Instruction and all other educational expenditure	2,51,121

of the last item, a sum of Rs. 74,637 was from local funds, and the rest from the public revenue. The cost of direction and inspection was five and seven per cent respectively to the total expenditure.

University Examinations.

11. The Director of Public Instruction has brought to notice that the branch examinations of the Madras University held at Bangalore and Mysore, have had a marked effect on education in this Province,

Digitized by Google

and have tended to raise the character of the superior schools. There were 114 candidates examined in the Matriculation standard, and 35 for the First Arts examination ; nearly 43 per cent passed for the latter, and nearly 25 for the former. The Government High School at Bangalore maintained its place as the head of the list of schools in the Province, which furnished the successful candidates. Four candidates from this Province have distinguished themselves during the year, two in having obtained the degree of Bachelor of Arts, and two that of Bachelor of Laws.

Higher Class Schools.
Government Schools.

12. The Bangalore High School has taken its place as the highest educational institution in the Province. The attendance of students was somewhat less than last year ; but this arose from changes made in the constitution of the lower classes, and from having fixed periods for admission of scholars. Ten students out of fifteen who were sent up, passed the Matriculation examination. The fees have increased from Rs. 2,811—12—0 in 1868—69, to Rs. 3,148—8—0 during the past year.

13. The progress of the Rája's School at Mysore is reported to have been eminently satisfactory, a result due to the meritorious exertions of the Head Master Mr. Dunning. The number of students in attendance has risen from 262 to 356, and the fees collected during the year amounted to Rs. 780, against Rs. 554 the year previous. Two students, out of three sent up, passed the First Arts test, and four out of seventeen the Matriculation test.

14. Amongst the district schools, the school at Hassan is considered to be the best, both in regard to number and efficiency. The Kolár School has attained a place in the University list, and is favorably reported on. The school at Shimoga has improved, and the number of scholars has risen from 70 to 120. The backward condition of the school at Chituldroog, which is attributed to the want of system and effort on the part of the Head Master, is to be regretted.

Middle Class Schools.

15. There are 11 Anglo-vernacular schools established at talook kasabás with an average number of 287 pupils. The school at Dévanahaḷḷi was abolished, and the saving thus effected was devoted to raising the standard of the school of Chikka Baḷḷápura. The result of the measure

Digitized by Google

has been favorable. It is proposed to transfer the school at Harihara, as the place is no longer a military station, and has lost its importance.

Lower Class Schools.

16. The talook Kanarese schools were increased from 57 to 65, and including the 4 Hindustani schools, the average attendance was 2,419. The school at Dodda Baḷḷápura has maintained its place as first in this class. The school at Mysore and most of the other schools of this class are favorably reported on. The school at Nyámti in the Nagar Division was the second school in the list in point of numbers, but the attendance had fallen to 62; many of the parents objected to history and geography being taught, and refuse to purchase the books on these subjects.

17. Of the four Hindustani schools, the one at Kolár still holds its place as the best. The attendance amounts to 81 pupils, and in general attainments the boys of this school are reported to be equal to any in the Province. The school at Mysore continues to be unfavorably reported, and measures will probably have to be taken for the removal of the present master.

Hóbli or Sub-Talook Schools.

18. The term hóbḷi is not known out of Mysore, and it may be as well to state that it means a sub-division of a talook, and comprises several villages. There are 645 such hóbḷís, each with an average area of 41 square miles, and a population of 6,040 persons. The scheme for the establishment of this class of schools was introduced during the year previous, and no less than 168 were opened during the year under review. In some places upwards of 70 pupils attend, which may be taken as a criterion of their popularity. The school-houses have all been built or purchased by the people, or else some suitable house is rented. In some instances the schools have been built at the expense of a single individual.

19. It was estimated that at least 200,000 boys in Mysore, who were of an age to attend school, were left without instruction of any sort. The necessity for the extension of education amongst the rural population had long been felt, and that not only were due arrangements required for the training of the youthful Mahárája, but also for the people being so educated as to place them on a par with the rest of the people of India; and there is every reason to hope that the measures that have been initiated

Digitized by Google

in the establishment of the class of schools under consideration, will produce satisfactory results in this latter respect.

Female Schools.

*Bangalore.
Chintámani.
Srinivaspura.
Mágadi.
Hassan.

20. There are schools of this class for girls in the places marginally noted. The school at Bangalore was opened about 2 years ago, and is so well attended that an assistant master had to be appointed. It was considered that female schools might have been indefinitely increased; but the Director of Public Instruction remarks that we may be too eager for reform and for the introduction of what is in itself good, when it involves changes which to the native mind are very great. Time and a just perception of the advantages of female education will assuredly arouse a desire amongst the people for its extension; but till such is the case, it would be unwise to press forward the formation of schools of this class. Aid has, therefore, only been granted where the establishment of female schools has originated with the people themselves.

Normal Schools.

21. The teachers from the General Normal School have generally turned out fairly. Their qualifications for teaching are well spoken of, and some of them especially are bringing their pupils on very well. There are 11 students in the English class, and 26 in the vernacular branch, some of the latter are Vaidíka Brahmans, who are peculiarly fitted for the work from their knowledge of native literature, and their devotion by tradition and custom to a life of study.

22. There are also 3 Hóbḷi or Sub-Talook Normal Schools, one for each Division of the Province. In these schools no less than 163 students trained and passed during the year.

23. It is impossible to over estimate the importance of the effect that the establishment of this class of schools may be expected to have in furthering education amongst the masses; for in Mysore, as elsewhere in most parts of India, nothing could be more defective than the qualifications for their duties of the class of men on whom the task of teaching had previously devolved throughout the State.

Engineering School.

24. This school is intended to train up a subordinate class of skilled méstrís amongst natives. The ten scholarships are said to be eagerly sought after, and

Digitized by Google

nine of the youths had come up to the standard. The last examination was not, however, satisfactory.

Jail Schools.

25. In the Central Jail at Bangalore, 200 adults had been placed under instruction, and are reported to be remarkably attentive and to shew interest in the work. This year the female prisoners were also included, but with no very satisfactory results as yet.

Juvenile Reformatory.

26. The boys in the Reformatory attached to the Central Jail, Bangalore, made fair progress. They work also daily in the garden attached to the jail.

Private Institutions under Government Inspection.

27. The following results relative to the schools brought under the grant-in-aid system are gleaned from the report of the Director of Public Instruction, in which full details will be found.

	No.		No. of Pupils average monthly.		Average daily attendance.	
	1868—69.	1869—70.	1868—69.	1869—70.	1868—69.	1869—70.
Higher Class Schools	5	5	781	784	670	702
Middle "	8	9	513	523	410	484
Lower "	33	36	2,067	2,144	1,912	1,956
Female "	28	28	1,578	1,711	1,265	1,397
Total.....	74	78	4,939	5,162	4,257	4,539

28. The public grants-in-aid to these schools during the past year amounted to Rs. 34,564, and the expenditure from all sources, other than Government grants-in-aid, to Rs. 73,797, the latter in the year previous was Rs. 59,822. The fees collected amounted to Rs. 19,333. The progress in these schools during the year is reported to have been satisfactory. Eight of the pupils passed the University First Arts, and eight the Matriculation examinations. Amongst the female schools the London Mission Day Schools have the large attendance of 600 girls. The useful and important work carried on by this class of schools in Mysore merits special notice and acknowledgment in these remarks. The unwearied labor of those controlling and directing them are beyond all praise, and cannot be too highly appreciated and commended.

Private Un-aided Schools.

29. The indigenous schools were fully described in the report of the Director of Public Instruction for the year previous, and call for no particular remark.

Digitized by Google

The following Statement contains statistical information regarding all the several classes of Government and other Schools which receive Public Grants-in-aid.

No.	Class of Schools.	No. of Pupils. Hindus.	Mahomedans.	Others.	Total.	Total Average Attendance.	Fees realized. Total Amount.	Average per Pupil.	Cost charged to or provided from Imperial Funds.	Other Sources.	Total.	Amount Cost of educating each Pupil. Average Total.	Cost to Government.
	Government Schools.												
7	Higher Class	1,044	26	62	1,132	1,060	5,105	4 11 2	40,678	...	40,678	38 5 11	33 8 11
10	Middle do	353	14	6	373	287	840	2 15 5	10,319	840	11,159	38 14 1	33 0 5
69	Lower Talook	2,527	341	12	2,880	2,419	1,550	0 10 3	23,250	...	23,250	9 9 9	8 15 6
239	Do Hobli	5,837	...	...	5,837	5,837	.	...	13,676	...	13,676	2 5 5	2 5 5
5	Female	136	...	...	133	127	25	0 2 11	1,258	...	1,258	9 14 5	9 11 4
4	Normal	328	14	1	343	342	...	...	12,540	...	12,540	36 10 8	36 10 8
334	Total.....	10,225	395	81	10,701	10,072	7,520	...	1,01,721	840	1,02,561	9 8 1	8 11 4
	Private Institutions under Government Inspection.												
5	Higher Class	656	17	220	893	784	11,390	14 8 5	10,356	29,428	39,784	50 [illegible] 10	13 3 4
9	Middle do	253	10	306	569	523	1,[illegible]58	2 3 5	5,920	13,913	19,833	37 14 8	11 5 1
36	Lower do	708	1,284	384	2,376	2,144	1,512	0 11 3	7,964	9,491	17,455	8 2 3	3 1 5
28	Female	1,308	202	425	1,935	1,711	5,273	3 1 3	10,324	20,965	31,289	18 4 7	6 9 6
78	Total.....	2,925	1,513	1,335	5,773	5,162	19,333	3 5 7	34,564	73,797	1,08,361	18 12 4	5 15 9
412	Grand Total.....	13,150	1,908	1,416	16,474	15,234	26,853	1 10 1	1,36,285	74,637	2,10,922	12 12 10	8 4 4

Digitized by Google

30. In addition to the above, the several missions maintain 32 unaided schools at an aggregate annual cost of nearly Rs. 6,000, at which 1,272 children are educated. There is also a large number of indigenous unaided native schools in Mysore, almost wholly Kanarese, which are attended by many pupils. The education given at them is of the most elementary character.

Scholarships.

31. Additional Government scholarships to the extent of Rs. 600 have been founded during the past year, in connection with the Rája's School at Mysore.

Employment of Students in the Public Service.

32. Employment under the Mysore Government is not contingent on having passed an examination, but appointments are now seldom bestowed on any who have not received some amount of education at school. The fact that the two Native Deputy Superintendents in charge of districts, and several of the Native Assistant Superintendents of the Mysore Commission, owe their high positions to the superior education they have received in the schools of Mysore, has proved a great stimulus in the cause of education. Many voluntarily pass the General and Special Test examinations of the Madras Uncovenanted Civil Service, so as to possess a certificate of their attainments. Upwards of 300 candidates were examined at the last examinations.

The English language in Indian Education.

33. While the study of English in a thorough manner has been extended, it is considered that all attempts to teach a mere smattering of the language, by the multiplication of inferior schools, are injurious to the cause of education. The masses of the people must be reached through the medium of their own language, and, however desirable it is to encourage the study of English amongst the natives of Mysore, it would be a grievous injustice to the mass of the people to allow vernacular education to be neglected with that object, or to devote to the latter more than a reasonable proportion of the public funds available for the general purposes of education. The increase of suitable vernacular test books will greatly advance the progress of general native education.

Book Department.

34. The demand for school books has steadily increased. The number of books brought in stock for the year was 63,333 at a cost of Rs. 23,147. The sale proceeds amounted to Rs. 19,235.

Digitized by Google

35. The following Kanarese books and maps were published during the year:—

	Copies.
Bhúvivaraṇé, Geography	5,000
Vágvidháyini, Grammar	5,000
The Bhagavat Gíta	1,000
India Désha Charitré, History of India	5,000
England Désha Charitré, History of England ..	5,000
Large wall map of the World	1,000

36. The several gentlemen and others connected with the educational department, named by the Director in the conclusion of his report as having rendered zealous and efficient service in the performance of their duties during the past year, merit acknowledgment therefore here, as do also the exertions of the Director, Mr. Garrett, himself.

BANGALORE, 30*th August* 1870. } R. J. MEADE, *Chief Commissioner of Mysore.*

Digitized by Google

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 24th May* 1870.

From J. GARRETT, Esq.,

Director of Public Instruction in Mysore.

To

CAPTAIN R. A. COLE,

Offg. Secretary to the Chief Commissioner of Mysore.

SIR,

I have the honor to submit my Report on Public Instruction in Mysore for the official year 1869—70.

Numerical Results.

2. The following table exhibits at a glance the results of the year's operations.

Description.	1868—69.		1869—70.	
	Schools.	Scholars.	Schools.	Scholars.
Government	89	4,839	98	5,527
Government Hóbḷi.. ...	146	5,088	239	5,837
Grant-in-aid	74	5,202	78	5,773
Total......	309	15,129	415	17,137

It thus appears that 106 new schools have been established, and 2,008 more children brought under instruction.

Hóbli Schools.

3. The scheme for the establishment of hóbḷi or village schools, which was brought into operation the previous year, has been successfully extended during the year under report, and at the present rate of progress all the hóbḷis in the Province will be furnished with schools some time in 1872.

Digitized by Google

Female Schools.

4. The last report mentioned the opening of Government female schools; these have been well attended; two new ones have been established at Hassan and Mágadi at the request of the inhabitants, and one has been commenced at Chituldroog by the people themselves; the prejudices against female education are evidently growing less.

Talook Schools.

5. Seven new talook schools have been opened during the year, and three others submitted for sanction; sixty-seven out of the eighty talooks in the Province, are now provided with superior vernacular schools, in which a tolerably complete course of instruction is given to those who remain long enough to go through it.

Sanskrit Schools.

6. Numerous applications have been received from various parts of the country, for grants-in-aid to Sanskrit schools, which for the following reasons it has been deemed right to encourage. It has long been a matter of regret that the English system of instruction undesignedly tends to alienate from us the really learned men of the country. The literature and science they chiefly value have been altogether ignored. And we have thus lost the co-operation of the most cultivated classes, who could have rendered valuable aid in creating the vernacular literature we wish to promote. Looking too at the question from a native point of view it was deemed advisable to afford grants-in-aid to at least one Sanskrit school in each district. The best school has been selected for the purpose; it has been laid down as a condition that the Dévanágari character should be used, and modern methods of teaching adopted.

Grant-in-aid Schools.

7. Grants-in-aid have been withdrawn from four schools in which the Inspectors found that a good secular education was not imparted: due warning was previously given, but as no improvement took place the grants were discontinued. New grants have been sanctioned to eleven vernacular schools during the year; and from the 1st of April, fourteen additional schools will receive grants-in-aid, the Budget provision not admitting of their being included at an earlier period.

Digitized by Google

Hindustani Normal School.

8. The necessity for a Hindustani Normal Class has long been recognized, and as a qualified master was at length obtained, the class was formed in the early part of the year, and masters have been under training.

Total Number under Instruction.

9. The total number receiving instruction in Government and grant-in-aid schools is 17,137; of these 15,066 are boys, and 2,071 girls. Classified according to race 13,715 are Hindus; 1,999 Mahomedans and 1,423 Europeans or Eurasians. The description of schools and the attendance at those of each grade, are exhibited below:—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class	7	1,132	5	893
Middle "	10	373	9	569
Lower ... { Talook ...	69	2,880	36	2,376
Lower ... { Hóbli ...	239	5,837		
Female Schools ...	5	136	28	1,935
Normal Schools ...	4	343	0	0
Special Schools ...	3	663	0	0
Total......	337	11,364	78	5,773

School Books and Maps.

10. The preparation of a series of elementary school books in Kanarese has been continued. The grammar and geography referred to in the last report have been published, and an arithmetic is in the press. The large map of the world in Kanarese has also been completed and published.

11. After this brief preliminary review, I proceed to report the operations of the department in the usual order.

I. CONTROLLING AGENCIES.

12. No addition has been made to the staff of Inspecting Officers; but the appointment of a third Inspector cannot longer be delayed, if the

Digitized by Google

work is to be efficiently performed. Instead of having two Circles of Inspection as at present, there would then be three divisions, the Nandidroog, the Ashtagram, and the Nagar, each of which now contains a sufficient number of schools to require the whole time and attention of one Inspector. For the hóbli schools there are eight Sub-Deputy Inspectors, one for each district.

II. GENERAL FINANCIAL STATISTICS.

13. The expenditure on education under the three main heads prescribed by the Supreme Government, is shewn below :—

Charges.	Expenditure during 1869–70.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	13,070—0—0	0
Inspection with its subsidiary charges ...	19,720—4—0	0
Instruction (including all educational expenditure not coming under the above heads.)	1,76,484—10—11	74,637
Total Rs......	2,09,274—14—11	74,637

14. An analysis of the expenditure on instruction gives the following results :—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class	40,677	...	10,356	29,428
Middle	10,320	840	5,920	13,913
Lower, Talook ...	23,250	...	7,964	9,491
Lower, Hóbli ...	13,676	...	...	...
Female Schools	1,258	...	10,324	20,965
Normal Schools	12,540	...	...	...
Engineering School ...	5,228	...	...	...
Total Rs. ..	1,06,949	840	34,564	73,797

Digitized by Google

III. UNIVERSITY EXAMINATIONS.

Number of Candidates.

15. The branch examinations of the Madras University have been remarkably beneficial in their effects on education. They have tended to raise the character of all the superior schools in the Mysore country. They were held this year at the stations of Bangalore and Mysore, and were numerously attended. Some of the candidates were from schools that competed for the first time. The following was the number examined.

Station.	Matriculation.	First Arts.
Bangalore	86	27
Mysore	28	8
Total.........	114	35

Results.

16. The results were above the average. In the First Arts Examination nearly 43 per cent having passed, as was the case last year, while in the Matriculation nearly 25 per cent passed. The annexed table shews the schools in Mysore from which the successful candidates came. It will be observed that fifteen passed the First Arts Examination, and twenty-eight the Matriculation Test. Five years ago there was only one matriculated student in the whole Province.

17. The following are the schools from which the successful candidates proceeded.

First Arts Examination.

School.	First Class.	Second Class.	Total.
High School, Bangalore	...	4	4
Native Educational Institution, Bangalore ...	1	2	3
London Mission Institution "	...	3	3
Rája's School, Mysore	...	2	2
Wesleyan Mission School, Mysore	1	1	2
Hassan District School	...	1	1
			15

Digitized by Google

Matriculation Examination.

School.	First Class	Second Class.	Total.
High School, Bangalore	1	9	10
London Mission Institution			4
Rája's School, Mysore			4
Bishop Cotton's School, Bangalore			4
Native Educational Institution, Bangalore ...			3
Wesleyan Mission School, Mysore			1
Hassan District School			1
Kolár District School			1
			28

18. Four candidates from this Province have gained distinction this year—two having obtained the Bachelor of Arts degree, and two having graduated as Bachelors of Laws. Two of these were formerly students in the High School.

IV. GOVERNMENT SCHOOLS.

19. The following statement shews the statistics of all Government schools in the prescribed form.

Government Schools.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average daily attendance.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Fees and Book sales returned to Govt.
Higher Class Schools ...	7	1,060	887	40,678	0	17,856
Middle "	10	287	266	10,320	840	1,948
Lower Talook ...	69	2,419	2,100	23,250	...	3,428
Lower Hóbli ...	239	5,837	5,837	13,676	...	0
Female Schools ...	5	127	115	1,258	...	25
Normal Schools ...	4	342	335	12,540	...	0
Other Schools for Special Education...	3	672	671	5,228	...	386
Total...	337	10,744	10,211	1,06,950	840	23,643

The number of pupils on the rolls at the end of the official year was 11,364, an increase of 1,437 over the number reported last year

A. Schools of the Higher Class.

High School, Bangalore.

20. The report of the Principal, which will be found in the appendix, contains a brief review of the origin and objects of this institution. The work of the past year has been well done. The school now takes its place, as it should do, as the highest educational institution in the Province. The numbers in attendance are somewhat less than last year, but this arises from changes made in the constitution of the junior clssses, and from having fixed periods for the admission of new scholars. Examinations have also been rigidly held, so that no boy can gain admittance to any class unless he is fit for it.

21. At the last University examination, the school had a fair amount of sucess, though the F. A. results were not so good as last year, only four having passed out of eleven who were sent up. In the Matriculation Examination ten passed out of fifteen who were sent up, one in the first class. Two former students of the High school have this year graduated; one in Arts and the other in Laws.

22. Two important rules have been in operation in the school during the last ten years. One, that the senior classes should be examined annually by gentlemen unconnected with the school, by means of printed papers instead of *vivá voce* examinations. Another, that no mastership should be held except by a graduate or undergraduate of some recognized University. Both these rules have been found to operate favorably. There are now four graduates as masters, and nearly all the others have passed either the Matriculation or First in Arts Examination.

23. The fees collected have been Rs. 3,148—8—0, against Rs. 2,811—12—0 in the previous year, shewing an increase of Rs. 336—12—0. The fees in all the classes have since been raised from 25 to 50 per cent; and in the two college classes have been doubled, in addition to the imposition of an entrance fee of three rupees.

24. There are now six merit scholarships attached to the school,

Digitized by Google

for four of which all matriculated students are eligible; two being restricted to passed F. A. students. In addition to these there are nine scholarships for poor students, given at present to students in the first four classes. There is also the Dobbs' scholarship of the value of Rs. 7 per mensem, given annually to the highest matriculated student, and tenable for one year.

25. Mr. Waters, the Principal, is deserving of special commendation for the efficient manner in which he has conducted his duties during the past year. He has been very successful as a teacher; has greatly improved the discipline of the school; and has encouraged the practice of athletic sports and manly exercises amongst the boys. The first and second Assistants and other teachers mentioned by the Principal are also deserving of credit.

Rája's School, Mysore.

26. The progress of this school has been eminently satisfactory. The report of the Head Master, which will be given in the appendix, contains a sketch of its history, and a proposal for maintaining and improving the position it has attained, which, for the present, will perhaps be sufficient.

27. At the recent University examinations, two passed the First Arts Test, out of 3 who were sent up; and four the Matriculation Test, out of 17 sent up; a result very creditable to the Head Master, when the difficulties with which, until lately, he has had to contend, are considered.

28. There are now five scholarships to the extent of 50 Rs. a month, attached to the school; in addition to those given by Colonel Haines and Major Campbell.

29. The numbers in attendance have risen to 356, and the fees collected during the year amounted to Rs. 780, against 554 last year.

District School, Hassan.

30. The Hassan District School continues to stand at the head of the list, both in regard to number and efficiency. The Deputy Superintendent says the popularity of the school is shewn by the fact, that numbers come from a great distance to attend it, and writes in the

Digitized by Google

highest terms of Mr. Haldwell, the Head Master. The Inspector's Reports are equally favorable. There are now 134 on the rolls. At the last University examinations one passed the First Arts Test and one the Matriculation.

Shimoga.

31. Owing to the illness of the Head Master, Mr. J. Steele, it was found necessary to effect a change; and Mr. D. Taylor was removed from Kolár to take charge of it. A Matriculation class has been formed, and the Inspector reports favorably of the general condition of the school. The numbers have increased from 70 to 120 within the last few months.

Kolár.

32. As anticipated in last year's report this school has now attained a place in the University list. Only one pupil passed the Matriculation examination, but as he commenced his alphabet in the school on its establishment six years ago, the result is satisfactory. The school from its first opening was under a Native Head Master, Mr. Abdul Rahmán, who now fills an important place in another department. He was succeeded by Mr. D. Taylor, under whom the school continued to make striking progress. Mr. J. Steele of Shimoga has now been transferred to it; and a Matriculation class of six pupils has been formed.

Toomkoor.

33. This school is well attended, and appears from the Inspector's reports to be making fair progress, but has not attained the position it ought by this time to have occupied amongst the District Schools. Some subjects have engaged too much attention, and others been comparatively neglected. The hand-writing of many of the scholars is described as the best ever seen done by school boys.

Chituldroog.

34. The backward condition of this school was mentioned in the last report, and attributed to the want of systematic and persevering effort on the part of the Head Master. As no improvement has taken place, though special attempts have been made by the Inspector to promote it, it will be necessary to remove the Head Master to a school of a lower grade.

Digitized by Google

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
7	1,060	40,678	0	40,678	38—5—11	33—8—11

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
5,105	4—11—2	1,044	26	62	1,132

B. Schools of the Middle Class.

Talook Anglo-Vernacular Schools.

Nandidroog Division.

Chikka Ballápura.
Chikkanáyakanahalli.
Channapatna.
Dévanahalli.

35. The Chikka Ballápura Anglo-vernacular School was reported by the Inspector to be in a stationary position, and it was said that the more advanced boys left for schools in Bangalore. No blame was attributed to the Head Master, who had brought on the scholars to a certain point very well; but it was thought advisable to abolish the neighbouring feeble school at Dévanahalli, and with the saving thus effected endeavour to raise the standard and increase the efficiency of the school at Chikka Ballápura. This was accordingly done; and the results have shewn that the measure was a good one. The attendance at Chikkanáyakanahalli continues to be so slender as to render it doubt-

Digitized by Google

ful whether an Anglo-vernacular school is valued in the place. The same remark is applicable to the Chennapaṭṇa School. In the last report the poor attendance was attributed to the sickness which had prevailed in the town; but the Inspector is of opinion that there is little demand for English education; and that the few who wish to learn prefer sending their children to the superior schools in Bangalore. The Dévanahaḷḷi School was discontinued in June last.

Ashtagram Division.

Hunasúru.
Narsipura.
Yelandúru.
Gundlupété.

36. The Huṇasúru Anglo-vernacular School has never succeeded in attaining the Matriculation standard, but one of the Bangalore candidates who passed at the last examination was principally educated at this school. The Head Master has always attended to his duties. The Narsipura school has been placed under new management, and the Inspector already notices marked improvement. The Yeḷandúru Anglo-vernacular School still labors under the disadvantage of being in a small and ill ventilated building. The school at Gundlupéṭé was opened in the month of August, at the solicitation of the people, and on the recommendation of the Mysore Deputy Superintendent. The attendance is good, and the Inspector has confidence in the teacher as a young man of steady application to work.

Nagar Division.

Harihara.
Shikáripura.
Chikkamagalúru.

37. The attendance at the Harihara Anglo-vernacular School is small, and now that the town has been shorn of its importance by the removal of the regiment and of the post office, it may be advisable to transfer the school to some other locality. The few scholars who are present are well taught. The condition of the school at Shikáripura has steadily improved since the appointment of a new Head Master. Owing to the difficulty of finding qualified men willing to take service in the Malnád districts, the school was without a teacher for some time, and suffered in consequence. The Head Master of the Chikkamagalúru School died at the close of 1869; the school was then reduced to a lower grade as it had never really attained the position of a District School. As a talook Anglo-vernacular school it occupies a good place, and the Inspector's last report is favorable, noting a steady progress.

Digitized by Google

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
10	287	10,319	840	11,159	38-14-1	33—0—5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
840	2—15—5	353	14	6	373

C. Schools of the Lower Class.

(1.) *Talook Kanarese Schools.*

Bangalore District.

Channapatna.
Clósepété.
Dévanahalli.
Dodda Ballápura.
Hosakóté.
Mágádi.
Nellamangala.
Sarjapura.
Yelahanka.

38. The Dodda Baḷḷápura Talook Kanarese School continues to be the largest Government Kanarese School in the Province, there being 150 pupils in it, all of whom, with the exception of five Brahmans, are from the weavers and lingáyets. It is remarked by the Inspector that though the examinations and prize distributions are well attended by visitors, the talook officials take no interest in the school. The Channapaṭṇa School has recovered its full numbers, there being now 69 on the rolls. The attendance in the other schools in this district is very good, and the Inspector reports more or less progress in them all. The Nellamangala School was opened during the year in a hired

Digitized by Google

house, but has now been removed to the old traveller's bungalow, and the attendance has risen to 102. The Head Master, who is a certificated teacher, has made a promising commencement.

Kolar District.

Bagépalli.
Chikka Ballápura.
Chintámani.
Góribidanúru.
Gudibanda.
Kolár.
Mulabágalu.
Narasápura.
Sríniváspura.
Sidlaghatta.

39. In most of the schools of this district Telugu is taught as well as Kanarese. With the exception of Bágépalli and Sidlaghaṭṭa the attendance is good in them all, and assistant masters have had to be sent to almost all of them. At Chikka Baḷḷápura and Chintámaṇi creditable progress is indicated. With the recently opened school at Gudibanda the Inspector is not satisfied. At Srínivàspura the master was removed for neglect of duty. The school-house at Sidḷaghaṭṭa is situated so far from the town that the attendance has always been meagre; the Inspector suggests that the building should be taken for a travellers' bungalow, and a house in the town rented for the school; the people are said to evince a great interest in the education of their children, and have petitioned for a girls' school. At Chintámaṇi, Muḷabágalu, and Kolár everything is reported as satisfactory. In the latter place there is a blind scholar "who affords a striking instance of the power of a good memory; who repeated without hesitation, any portion of any lesson that had been read by the class; and could write to dictation as accurately as any boy of his age."

Toomkoor District.

Chikkanáyakanahalli.
Huliyúrdurga.
Kadaba.
Koratagere.
Maddagere.
Sírá.
Tipatúru.
Toomkoor.
Turivékere.

40. The Toomkoor School has the largest number of scholars, and the Inspector's reports of its progress are favorable. The Maddagiri School has maintained its good character, though the attendance has somewhat declined. The school at Sírá has greatly improved. The premises at Tipatúru have been enlarged. The school at Kadaba has only been in operation a few months, but has made a promising commencement. At Huliyúrdurga and Turivékere progress has been retarded by the illness of the Head Masters. There is no more frequent hindrance to success than this in the verna-

Digitized by Google

cular schools; no assistants are employed where there are not upwards of 40 pupils; and in the event of illness the school is neglected, if not entirely closed; sometimes there may be scholars old enough to take temporary charge, but even in such cases the school is sure to suffer more or less. I have long observed that the most inefficient masters are those who are most frequently sick; the really able and energetic men, who are deeply interested in their work, seldom or never complain of illness.

Mysore District.

Chámarájanagara.
Gundlupéte.
Maddúru.
Mandya.
Mysore.
Nanjanagúdu
Narasipura.
Sargúru.
Yedatoré.

41. The Mysore Kanarese School is well attended and steadily conducted; the Head Master being a good Kanarese scholar, also superintends the Kanarese studies of the University classes of the Anglo-vernacular School. I examined the Mandya Kanarese School not long ago, and found the first class boys able to answer all the questions usually prescribed for the Uncovenanted Civil Service General Test examinations in the vernacular. The excellent teacher who then had charge of the school died soon afterwards; but the Inspector still reports favorably of the progress of the boys, and says that the active interest shewn by the Amildar has produced good effect. The Maddúru School has been greatly interrupted by illness and removals. The Yadatoré School has suffered from similar causes. The schools at Naṇjanagúdu and Narasipura are doing well. Those at Sargúru, Chámarájanagara, and Gundlupéṭé, having been opened recently, had not been inspected, but their condition numerically is good.

Hassan District.

Attikuppa.
Arakalagúdu.
Bélúru.
Háranahalli.
Nágamangala
Holé Narasipura.
Sakléspura.

42. The Talook School at Attikuppa was opened in the month of August last. At Arakalagúdu the school was closed for a time; but since the appointment of a new master it is rapidly regaining lost ground, and has now 50 boys in it. A marked improvement has taken place in the school at Bélúru. The attendance is small at Nágamangala, but in other respects the school is in a good state. The school at Narasipura is recovering from the injury it received by the negligence of the late master, and the consequent loss of so many scholars. Sakléspura is

Digitized by Google

regarded as a sort of penal settlement; every master that has been appointed there has petitioned to be removed to some other place. The Inspector recommends that the salary attached to this school should be increased from Rs. 15 to 20 to make up for the additional expense and discomfort involved in a residence there. The importance of the school will be considerably augmented on the completion of the bridge across the Hémávati, which now cuts off two populous villages.

Shimoga District.

Chennagiri.
Holé Honnúru.
Nyámti.
Ságara.
Shikáripura.
Shimoga.

43. An excellent report is given of the school at Chennagiri, with the exception of the subject of arithmetic. In Hoḷé Honnúru the school is rated as below the average of its class, the fault being the Head Master's. At Nyámti, which last year was the second school in the list in point of numbers, the attendance has fallen to 62. Many of the parents objected to their children beingtau ght geography and history, and refused to purchase books on these subjects. The present Head Master has worked well. At Ságara the number has been steadily increasing throughout the year, and has now reached 55. The condition of the school is reported as "highly satisfactory;" though located in a district noted as unhealthy, the Head Master, S. Puttappa, is described as remarkable for diligence in his work and attachment to his school; he never applies for any extra leave; is always at school sick or well; and the result is the pupils are exceedingly well up in all their lessons. At Shikáripura the school has fallen off considerably; the Inspector attributes it to the mis-management of the master. At Shimoga the attendance has continued to be large and the progress on the whole good, though the climate does not appear to suit the Head Master, and a change is recommended in consequence.

Kadoor District.

Bánávára.
Bírúru.
Chikkamagalúru.
Kadoor.
Sakrépatna.
Tarikere.
Yedahalli.

44. It was found necessary to appoint a new Head Master to the school at Báṇávára, and, since he took charge, the school is reported as having improved rapidly; the boys answered well in all subjects. At Bírúru the scholars passed a good examination. In the large and thriving town of Chikkamagalúru, the school makes no

Digitized by Google

progress; partly it is thought from the inconvenient position of the school-house, and partly from the inattention of the teacher. The first of these causes will soon cease to exist, and should no improvement then take place a new teacher will be appointed. A decided improvement is reported on the schools at Kadoor and Taríkere. Those at Sakrépaṭṇa and Yedahaḷḷi have only been in operation a few months; both are pretty well attended.

Chituldroog District.

Chituldroog.
Dávanagere.
Harihara.
Hosadurga.
Huliyára.
Molakálumúru.
Pávagada.

45. The Inspector notes no improvement in the school at Chituldroog, and says the master is wanting in diligence. At Dávanagere the numbers have not kept up "as the master could not well attend to so many single handed, and it took some time to procure sanction for an assistant teacher," the boys answered well from their books, but were deficient when examined as to the meaning of what they had learnt. At Harihara the numbers have greatly increased, and the progress of the scholars was good. The report from Hosadurga is also favorable. At Huḷiyára the attendance is very good; but the master had been too eager to put his pupils in classes for which they were unprepared, and has had to rearrange them according to the prescribed course. At Pávagada and Moḷakálumúru little or no progress has been made.

(2.) *Hindustani Schools.*

Kolár.
Toomkoor.
Mysore.
Chituldroog.

46. It has not been found necessary to establish additional Hindustani schools, our aim has been rather to improve and aid those already in operation amongst the people themselves. Of the four Government Hindustani schools, the one at Kolár still holds its place as the best. In general attainments the boys of this school are reported to be equal to any in the Province; the number of pupils is large (81), and the attendance has been regular. The Toomkoor School stands next in point of efficiency, but is far below that of Kolár. The Chituldroog School has made some progress since the last report; but that at Mysore remains in a feeble condition, and will probably require a new master.

Digitized by Google

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
69	2,419	23,250	0	23,250	9—9—9	8—15—6

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,550—0—0	0—10—3	2,527	341	·12	2,880

(3.) *Hóbḷi Schools.*

47. The hóbḷi school scheme, introduced last year, has not been ambiguous as to its results. During the official year from April 1st 1869 to March 31st 1870, there have been 168 new schools opened. Their popularity with the people may be inferred from the number of scholars who attend them, in some places upwards of 70. As the term hóbḷi is not known out of Mysore, it may be stated that it means a sub-division of a talook, and comprises several villages. There are 645 such hóbḷís, each having an average area of 41 square miles, and a population of 6,040 persons. As a system of national education the hóbḷi school scheme cannot be regarded as complete, until it is expanded so as to include all the villages of which each hóbḷi is composed; this, however, will be a work of time. Meanwhile it is gratifying to find that the attempt to spread education through the rural districts has been so well seconded by the people; the three Normal Schools are always filled with the indigenous masters who have been selected

Digitized by Google

to be trained for their work ; and as soon as they are pronounced qualified, after careful examination, they are sent to establish a school in the hóbḷi to which they belong, the school premises being provided by the people.

48. For the examination of these schools eight Sub-Deputy Inspectors have been appointed ; whose duty it is to inspect every school not less than three times during the year, and report fully on the condition of each. The Inspectors also visit as many of them as they can in different parts of the country. The masters of each district have also been assembled for examination ; and Mr. Hodson, on whom this duty has entailed much additional labor, is satisfied that it has been productive of great benefit. The necessity of this periodical examination was foreseen and provided for when the scheme was originally drawn up by Mr. Rice.

49. The Training Masters and Sub-Deputy Inspectors have done their work well. Their position, however, is one of some influence and is liable to abuse. The hóbḷi school-masters, as already stated, are selected from among the teachers of existing indigenous schools, and trained for their work in Normal Schools ; while under training each man receives a maintenance allowance of Rs 5 per month. The selection is made by the Inspector of Schools, after a searching examination, and the Training Masters and Sub-Deputies have nothing to do with it. Still the teachers who present themselves as candidates believe that the latter have influence in determining the selection made, and resort to the usual mode of securing that influence in their favor. In one case it was found that bribes to a considerable amount had been taken by one of the Training Masters, who was of course dismissed at once from his post. The discovery was made when the Inspector went to examine the candidates, and had to reject a large number as quite incompetent; these men then disclosed all the circumstances, and measures have since been adopted to guard against the recurrence of such things ; but it is difficult, if not impossible, to provide a perfect remedy.

50. At the periodical gatherings of the hóbḷi school masters referred to in para 48, they have availed themselves of the opportunity afforded them of making representations regarding their work and their prospects. Two subjects have been brought forward in this way which

Digitized by Google

I considered worthy of attention. One was the appellation "panṭóji" which had been applied to them, I know not for what reason, as it is a foreign word ; the substitution of the English term school-master has afforded general satisfaction ; and to distinguish them from other dominies the prefix hóbḷi is added. Another subject of objection was the promotion of deserving masters by transfer to the position of assistants in talook schools. As this would involve removal to a distance, and would thus be opposed to the original conditions of engagement, *viz.*, that each should continue to occupy his native locality, I think it will be desirable to acknowledge merit by a slight increase to the pay of the most efficient men, after a certain term of service. This is the plan pursued in Coorg, where the nád schools have long been in operation under the same conditions as the hóbḷi schools of Mysore. Another modification of the scheme is the appointment of assistants in some of the large schools ; to this the sanction of the Government of India has been solicited.

51. The number of hóbḷi schools in operation at the close of the official year is given in the margin. Many of them are good specimens of village schools. Some of the masters shew considerable ability. From the Inspector's detailed reports it will be seen that in one school the boys are all cultivators ; in another laborers' children and oil pressers ; while in some places they are all Brahmans, lingáyets and goldsmiths, but no ryots. Several of the schools shew a mixture of Brahmans, cultivators, fishermen and weavers. The Inspector frequently remarks that the master deserves credit for the proficiency of the scholars ; that their progress has been greater than could have been expected in so short a time ; in fact the detailed reports leave an impression that the hóbḷi schools are nearly all in admirable working order.

Districts.		*No. of Schools.*
Bangalore.	...	39
Kolár.	...	69
Toomkoor.	...	23
Mysore.	...	45
Hassan.	...	21
Shimoga.	...	16
Kadoor.	...	12
Chituldroog.	...	14
		239

52. It will be observed that the Kolár District contains the greatest number of hóbḷi schools, 68 having been already opened. The Deputy Superintendent, Mr. B. Krishnaiengar, took a lively interest in calling the attention of the people to the project. In January last a general inspection was held at Chikka Baḷḷápura, when every hóbḷi

Digitized by Google

school-master in the district attended. The proceedings comprised the usual examinations into the educational details of each hóbḷi; the conduct of classes for model lessons, criticism lessons, &c. The Inspector considered that the general improvement made during the year was very marked. "The evident anxiety to improve, and the ambition, sometimes rather ludicrous to exhibit recent acquirements, indicated a spirit that should be fostered." The Sub-Deputy Inspector, Shámáchári, had been very successful in his efforts to improve the teachers, and deserved great credit for the pains he had taken.

53. The hóbḷi school houses have all been built or purchased by the people; or else some suitable house is rented by them for school purposes. In one case many of the towns' people were willing, they said, to contribute money for building, if there were any one in whom they had full confidence; but that a year ago, they contributed 28 Rs. to meet the expense of transporting all the monkeys of the place; and the Shékdar and Shánbhóg had appropriated the money without taking any steps to expel the monkeys. In some cases as much as 300 Rs. have been expended in building, a large sum to collect amongst villagers. In other instances the schools have been built at the expense of a single individual. These facts afford sufficient evidence of the general popularity of these schools; and yet there are cases of active opposition recorded. In one village the Shánbhóg (village accountant) objected strongly to the instruction of ryot boys in arithmetic, and especially in land measuring; and in order to deter parents from sending their children to school, he circulated a tale to the effect that Government intended to make the boys turn Christians.

54. On the other hand incidents of an entirely different character, shewing the appreciation of these schools by the villagers, may be gleaned from the reports of the Sub-Deputy Inspectors. One of the latter was accosted on the road by a respectable head man, who, with evident pleasure, related that his son, a pupil at a hóbḷi school in the place, went on a visit to his friends living in a neighbouring village, where his cleverness in arithmetic made him famous, and led to a very advantageous betrothal.

Digitized by Google

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
239	5,837	13,676	...	13,676	2—5—5	2—5—5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	5,837	...	...	5,837

D. Female Schools.

Bangalore.
Chintámani.
Srínivápura.
Mágadi.
Hassan.

55. The girls' school in Bangalore has been in operation nearly two years, and has been so well attended that an assistant master had lately to be appointed. The Inspector was gratified with the intelligent appearance of the girls, who evidently belonged to a higher social position than the pupils of any other Hindu girls' school that had come under his notice. In the first class the girls read fluently from any part of the Kathá Sangraha. In arithmetic their attainments were not equal to those of Brahman boys of the same age, though they understood the operations of the four simple rules. The writing to dictation was very creditable. The state of the lower classes was also considered satisfactory. At Chintámaṇi the proficiency of the girls and the general condition of the school fully came up to the expectations of the Inspector. When examined in reading, writing, and arithmetic, the results were decidedly good. At Srínivápura there has been a great falling off; and the Inspector thinks that the information which led to the opening of the school was unreliable. The schools at Mágadi and Hassan have only been recently opened, in both places on the requisitions of the people.

Digitized by Google

56. It was stated in the last report that female schools might have been indefinitely increased, had not the same authority which sanctioned those now in existence stayed farther proceedings for the present. This is probably true, but I do not think it would have been wise to have pushed on the establishment of such schools in localities where no desire for them had been manifested. We may be too eager for reform, and for the introduction of what is in itself good, when it involves changes which to the native mind are very great. "I do not think" says Sir John Malcolm, "that many persons know what a valuable gentleman Time is; how much better work is done when it does itself, than when done by the best of us." In accordance with this principle, aid has been granted where the formation of female schools has originated with the people themselves; and we may trust to time, and the gradual but sure perception of the advantages resulting from female education to awaken a general desire for the extension of the blessing.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	127	1,258	...	1,258	9—14—5	9—11—4

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
25	0—2—11	136	...	...	136

E. Normal Schools.

57. The school-masters of the present day have been divided into two categories; those who *teach*, and those who *hear lessons*

Digitized by Google

the latter class being, unfortunately, by far the more numerous. It is only of late years that attention has been drawn to the mischief done to the community generally by the short comings of inefficient teachers. Amongst the remedies adopted Normal Schools hold the principal place, and have effected so much good that it is now generally acknowledged in England that the trained and certificated teachers employed in the national schools, are in every way superior to the majority of teachers in the more expensive schools for the middle classes.

General Normal School.

58. The certificated teachers from the Bangalore General Normal School have shewn good teaching ability. They understand the difference between teaching and hearing lessons ; and some of them have succeeded in imparting knowledge, and bringing on their pupils, in a way that has elicited great praise from the Inspectors.

59. There are eleven students in the English class, only four of whom are in receipt of a monthly stipend. The Inspector reports creditable progress during the year ; but adds that the very uncertain demand for English teachers, and the departmental prospects generally, deter well-qualified men from joining the English branch. It has been arranged to hold special examinations for the benefit of uncertificated Anglo-vernacular assistant teachers, who may wish to obtain certificates. A circular was issued to this effect, enumerating the subjects for examination both by written papers and *vivâ voce* ; and stating that considerable importance would be attached to the theory and practice of school management. Eight applicants sent in their names to be examined early in April.

Vernacular Branch.

60. The vernacular branch contains 26 students ; some of them Vaidíka Brahmans, whose peculiar fitness for the work was pointed out in the last report, as they are distinguished for their knowledge of native literature, and are devoted by tradition and custom to a life of study. The school is now supplied with good Kanarese maps of the World and of India ; and the students have acquired a better knowledge of geography than in former years. In history, language, arithmetic and school-management, the usual amount of work had been done. Increased attention

Digitized by Google

had been given to experimental teaching, by means of the Practising School attached to the institution.

Hindustani Branch.

61. A suitable master having been obtained a Hindustani branch was opened a few months ago. In addition to the regular students under training, the masters and assistants in aided Hindustani schools have been required to attend this class for a limited period, to receive lessons in the art of teaching. The deficiencies of the Hindustani masters have frequently been mentioned; their usual practice is simply to hear lessons, without the slightest attempt to ascertain whether any knowledge has been communicated or not. Important results may be looked for from the establishment of this class.

Hóbli Normal Schools.

62. These are three in number, corresponding with the number of divisions in the Province. For the year 1868-69 each of the eight districts was allowed a separate Training School. The aggregate number of men trained and passed during the year under report from three schools is not equal to the number previously passed from eight schools; but the proportionate numerical results for 1869-70 are nearly double those for 1868-69.

63. The Nandidroog Division School is the only one that has been retained in the same locality throughout the year ; its position at Toomkoor being considered more generally advantageous than any other. Serious mismanagement came to light at the inspection held in January; but the present Head Master, Tirumaláchári, is quite equal to his work.

64. The Ashtagram Division School has successively been held at Mysore, Talakádu Narasipura, and Holé Narasipura. The first call for training masters took away the most intelligent and experienced men; when these subsequently became Sub-Deputy Inspectors it was no easy task to find suitable successors. The present master is a good scholar belonging to the Vaidíka class.

65. The Nagar Division School is the most difficult of the three to work ; and situated, as it has been part of the year, 200 miles from head quarters, a rigid superintendence was not possible. From

Digitized by Google

Shimoga where it was held at the beginning of the year, it was removed to Ságara, in the midst of Malnád talooks, with the view of supplying the Nagar Malnád with village schools. The results there, though numerically small, have been equal to my expectations. The school has now been opened at Kadoor, where there are greater facilities for obtaining suitable masters in larger numbers. The Deputy Superintendent of the Hassan District, who has given great attention to educational movements, is of opinion that there should be a purely Malnád Training School, in addition to the three now in operation. The suggestion shall be considered.

66. The following table exhibits the total number of students passed from 1st April 1869 to 31st March 1870.

Districts or Divisions.	Date.			No. of Students.
Kolár	April	12	1869	20
Mysore	April	19	,,	20
	September	23	,,	10
Bangalore	April	26	,,	30
Shimoga	August	27	,,	7
Toomkoor	September	1	,,	32
Ashtagram Division ...	January		1870	9
Nagar ,, ...	February	10	,,	12
Nandidroog ,, ...	March	17	,,	23
	Total number passed at the end of March 1870.			163

67. When the master of an indigenous school applies to be admitted as a student in a Hóbḷi Normal School, he is expected to possess the following attainments :—

(*a*.) Ability to write ordinary Kanarese to dictation with tolerable accuracy.

(*b*.) Ability to read intelligently any ordinary M. S. S. official document in Kanarese, and the easier portions of the Kathá Sangraha, Kathá Manjari, or other printed book of ordinary difficulty, free from foreign or technical terms.

(*c*.) A knowledge of the compound rules of arithmetic, *i. e.*, the operations of addition, subtraction, multiplication and division, applied to money ; also the tables (ಮಗ್ಗಿ, ಮುಪ್ಪಾಗ, &c.,) taught generally in the indigenous schools.

D

Digitized by Google

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
4	342	12,540	...	12,540	36-10-8	36—10—8

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
...	...	328	14	1	343

F. Other Schools for Special Education.

Engineering School.

68. At the annual examination of this school four students were entitled to Assistant Overseer's certificates; three to Sub-Overseer's certificates, and one was qualified as a Draughtsman. The reports of the Engineer Officers and other gentlemen who kindly conducted the examination by means of written papers, will be given in the appendix. The examiners have not expressed so much satisfaction at the results as they did last year; but the number of marks awarded on each subject shews tolerable proficiency.

69. The Head Master reports favorably of the general good conduct of the pupils; their perseverence and their readiness at all times to submit to school discipline; he is also of opinion that the results of the past year's work are good, especially as regards the style and amount of drawing and surveying field work done during the session. The success and usefulness of the institution may in some measure be exemplified by a reference to the statement in the appendix, shewing the present position of all the candidates who obtained certificates from the school at the two examinations held in 1867 and 1868.

70. The ten scholarships which were sanctioned the previous year are eagerly sought after; nine of the youths came up to the standard, and are working well; one had to be dismissed for want of

Digitized by Google

ability or application, and his place has been supplied by another from the same division.

Jail School.

71. In the Central Jail, Bangalore, the arrangements made during the previous year for instructing the convicts, have been continued with some degree of success. Nearly 200 adults have been placed under the school-master for half an hour every evening, and are said to be remarkably attentive and very much interested in the work. Nearly 300 were able to read the first book in Kanarese; as soon as the second book is mastered they are taught writing and arithmetic; about 40 men have reached this standard. This year the female prisoners were also included, being taught by one of the boys from the Juvenile Reformatory, but they shew very little aptitude for learning.

Juvenile Reformatory.

72. The boys in the Reformatory have made fair progress; a few can read English; others are at different stages in Kanarese; and some have learnt writing and arithmetic. The boys also work daily in the garden, under the supervision of the school-master.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.	Fees.
Higher Class ...	5	784	702	10.356	29,428	11,390
Middle „ ...	9	523	484	5,920	13,913	1,158
Lower „ ...	36	2,144	1,956	7,964	9,491	1,512
Female Schools ...	28	1,711	1,397	10,324	20,965	5,273
Normal „ ...	...	...	...	...	...	...
Other Schools for Special Education....	...	...	...	...	...	...
Total...	78	5,162	4,539	34,564	73,797	19,333

Digitized by Google

At the end of the official year there were 5162 pupils on the rolls.

73. The following table shews the new grants made since the commencement of the official year.

Literary and Scientific Institute.	50
Sanskrit School, Seringapatam.	20
Kanarese Girls' School do.	15
Sanskrit School, Chikka Baḷḷápura.	15
Hindustani School, Huliyúrdurga.	10
Madrasa Nisvan, Bangalore.	20
Hindustani School, Tyámagondalu	10
Do. Honnáḷi.	10
Do. Chennagiri.	10
Caste Girls' School, Toomkoor.	20
Hindu Girls' School, Shimoga.	20

Many other applications were received, and grants to 13 vernacular and 1 Sanskrit schools have been sanctioned from the 1st of April 1870.

A. Aided Schools of the Higher Class.

Bishop Cotton's, St Andrew's.

74. The two English schools of the higher class receiving grants-in-aid are Bishop Cotton's and St. Andrew's, both in Bangalore. The number of pupils in each continues nearly the same as last year. Ten Matriculation candidates were sent up from the former institution, of whom four passed. Seven candidates were sent from St Andrew's, none of whom passed. The Inspector reports favorably of both schools, and notes the efficiency of the junior classes, as he had observed in some higher class schools a tendency to overlook the mass of the scholars for the sake of the few University students.

75. The three higher class grant-in-aid schools for natives are connected with the London and Wesleyan Mission; two in Bangalore and one in Mysore. At the University examinations held in December last, the results were creditable to all three institutions. The following numbers passed:—

Digitized by Google

	Matriculation.	F. A.
London Mission Institution	4	3
Native Educational Institution ..	3	3 (1 in 1st Class)
Wesleyan Mission Institution, Mysore	1	2 (1 in 1st Class)

The Inspector's detailed report in the appendix will shew that very satisfactory progress has been made during the year in all the classes, and that the attendance has been good.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	784	10,356	29,428	39,784	50—11—10	13—3—4

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
11,390	14—8—5	656	17	220	893

B. Aided Schools of the Middle Class.

76. There are nine grant-in-aid schools of the middle class, all situated in Bangalore. The St. John's District Boys' School is a Protestant Parish School under excellent management; the boys receive an education suited to their condition in life, and under the present Head Master appear to have made marked progress. The Cantonment Orphanage stands high in the estimation of the public, and the arrangements for the accommodation, tuition, and moral training of the children, are con-

St. John's District School.

Orphanage.

Digitized by Google

Ordnance School.

sidered by the Inspector to be all that could be desired. The Ordnance School has greatly improved since the last report.

London Mission Schools.

77. The London Mission Branch Schools in the Cantonment and Alsúr share in the grant given to the principal institution; and for which an increase has been sanctioned from April 1870. They are the only schools in their respective localities in which English is taught, and are reported as useful, efficient, and well attended. The St. Joseph's Seminary, St. John's Hill, is a Roman Catholic School attended by European and East Indian children, and the Inspector reports favorably of his last examination; but is doubtful whether the Matriculation class lately formed will be found the most suitable course of instruction for the boys who have entered it. The St. Patrick's Seminary, Shúlé, attended by a similar class of people and a few natives, has not attained quite so high a standard, but is reported as affording an education adapted to the class of people for which it is intended.

St. Joseph's.

St. Patrick's.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
9	523	5,920	13,913	19,833	37—14—8	11—5—1

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,158	2—3—5	253	10	306	569

Digitized by Google

C. Aided Schools of the Lower Class.

78. There are four grant-in-aid schools of this class in which English is taught to some extent. The Ragged School is attended by the children of drummers attached to native corps, as well as by other East Indian children who receive elementary instruction. The St. Mary's Anglo-Vernacular School at Blackpalli is attended by the poor children of that populous neighbourhood, who acquire a slight knowledge of English, sufficient to transact the business of a dresser or butler. The St. Joseph's Anglo-vernacular School at Mysore is of a similar character. The Orphan Boys' school at Toomkoor, under the care of the Wesleyan Mission, is going on fairly, and contains twenty-four boys.

English and Anglo-Vernacular.

79. There are three aided Kanarese schools of this class. The Catholic School at Shethaḷḷi is a good village school, where the course of secular instruction differs from that in a Government Hóbḷi school, but is not considered by the Inspector to be any improvement on it. No report has reached me of the Kaḷasa School, the place is very inaccessible, and the work of the Inspectors has increased beyond their strength. The Singápura School established by Captain Fitz-Gibbon for the children of plantation coolies, resembles an average Hóbḷi school.

Kanarese.

80. Of the five aided Tamil schools of this class the first place is due to the Sadar Véda Siddhánta Sabhá Seminaries, which are entirely under native management, and the efficiency of which is said to be highly commendable. There is no fluctuation in the attendance; about 280 being present with great regularity, who are taught by eight masters, and appear to be making steady progress. The St. Mary's Catholic Tamil School has 85 pupils, few of whom have advanced beyond the first book in Tamil. The Jamincheri and Artillery Schools are of the same character, all being established for the benefit of a low and neglected class of natives. The latter is under the care of the Wesleyan Mission.

Tamil.

81. The number of aided Sanskrit schools has been increased

Digitized by Google

Sanskrit.

during the year, there being now six schools of this class receiving grants. The Mélkóṭé Vidyáshálá has not maintained its character as the first of these schools: difficulties connected with the management have led to want of unity of effort, and the comparative neglect of some of the studies. It is hoped that the remedies which have been applied may have the effect of restoring this school to its former position; it is one of the oldest and best known in the Province. The Vidyáshálá at Chintámaṇi has sustained a serious loss on the death of its leading teacher Umápati Sástri; but the school is still ably conducted by his brother Ráma Sástri assisted by an eldest son. The Sanskrit schools at Chikka Ballápura and Seringapatam have been in the receipt of a Government grant for the last six months, and are both in a flourishing condition. As the grants to the schools at Mágadi and Bangalore were only made at the close of the official year, nothing need be said of them. The majority of the pupils in all the Sanskrit schools are, like the teachers, Vaidíka Brahmans; and as remarked in last year's report, an important step would be gained, if many of them should be induced to take service in the Educational Department.

Hindustani.

82. There are twenty three Hindustani Madrasas receiving grants-in-aid from Government. Of these the Madrasa Islamia in Bangalore is the most advanced and the best conducted. The Madrasa Kudusi suffered during the absence of the Názim, who has now returned from a journey to Mecca, and speedily effected an improvement in the state of the school. The Madrasa Mahammadia does not occupy so good a position as it formerly did; but the spirit of emulation that has lately sprung up amongst the Bangalore Madrasas is likely to have a good effect on them all. The Huṇasúru and French Rocks Madrasas are among the best aided Hindustani schools out of Bangalore. The unsatisfactory condition of the Bowring Madrasa in Mysore was noticed in the last report, and the grant has now been withdrawn from it, as owing to quarrels amongst the managers, the school was utterly neglected. The grant has also been withdrawn from the school at Channapaṭṇa. The schools at Dodda Baḷḷápura and Srínivásapura were also neglected, and the grants were consequently suspended, but have lately been renewed with a prospect of better results. There is

Digitized by Google

still much room for improvement in all the Madrasas receiving aid from Government ; but it is the firm conviction of the Inspectors that their present condition is decidedly in advance of any previous year. A supply of Urdu maps, of which all these schools were in great need, has recently been received from the Punjab.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
36	2,144	7,964	9,491	17,455	8—2—3	3—11—5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,512	0—11—3	708	1,284	384	2,376

D. Aided Female Schools.

83. The provision for female education in Bangalore is calculated to meet the requirements of nearly every class. There are excellent private boarding schools unconnected with Government. Superior tuition is offered at Bishop Cotton's and the Wesleyan Girls' Schools. The Convent Schools are intended for all classes of Roman Catholics, both European and Native. For the instruction of Hindu girls there are seven Kanarese and five Tamil day schools. There are also two Hindustani schools for girls, which under good management might occupy a more important place than they do at present. All the girls' schools out of Bangalore are purely vernacular. I proceed to notice them in the order observed last year.

84. The Bishop Cotton Girls' School is reported to be doing

Digitized by Google

English. well in every respect. The Wesleyan Mission Girls' School has increased since last year, and the general condition of all the classes is pronounced commendable. The St. John's District School maintains its high character, though the Inspector notices some features calling for attention. The Infant School attached is said to be conducted in a very spirited manner, somewhat on the Glasgow system. The Convent English Institution consists of two branches, the first of which is considered fair, but the second is described as being very much below the expectations of the Inspector.

Anglo-vernacular. 85. The London Mission Boarding School receives special commendation for the completeness of its internal arrangements, and the care bestowed on every branch of tuition in and out of school. The Wesleyan Mission Orphan Boarding School is of a similar character, and is well conducted.

Kanarese. 86. The London Mission Day Schools in the Péṭé of Bangalore, and the branch establishment in the Yellégowdanapáḷya, contain the large number of six hundred girls. Of the two ladies who have hitherto superintended these excellent schools, only one is now in charge, but no curtailment of operations is contemplated. The Wesleyan Mission Day School, containing 140 girls, "continues in a very satisfactory condition, and bears unmistakeable testimony to the efficiency of its management." The Day Schools in Mysore, connected with the same Mission, have 110 girls, and are reported in the most favorable terms. The London Mission Day School at Anekallu has made a good commencement. The Catholic School at Shethaḷḷi, in the midst of a purely agricultural population where the majority are Catholics, is an excellent institution, very well managed, and imbuing many pupils with the love of knowledge and of truth. Near the school stands the Mission Hospital in which the native nuns render assistance and relieve much suffering. The aided school at Shimoga, principally for the education of Brahman girls, is entirely under native control, and is remarkably well conducted. The Inspector reports good progress in the various subjects of study, and thinks the school affords a capital oppor-

Digitized by Google

tunity for some of the European ladies of the station to bring their influence to bear on the promotion of native female education. The aided girls' school at Seringapatam has not been inspected since its establishment a few months ago, but I had an opportunity of seeing it in operation some time before, and considered it deserving of Government aid.

Tamil.

87. The Day School at Alsúr, connected with the Wesleyan Mission, contains 74 girls, and is said to continue to take the lead amongst the Tamil Girls' Day Schools. The parents of these girls are all well off, and the Inspector thinks the introduction of a small fee desirable. The Hindu Tamil Girls' School, under native management, contains 94 girls; it is the oldest school in the Province of its kind, having been in operation 15 years. It is therefore a matter of regret that it should begin to exhibit signs of retrogression. The number of pupils has diminished, and the income from subscriptions has fallen off. The teachers have done their work well, and the pupils had not been neglected. The Blackpalli and Mysore Catholic Schools are doing good amongst the poorest and most ignorant classes of Tamil Christians. In the Convent School the pupils are all boarders; the tuition is described as the same as that of other aided schools for the humbler classes, under either Protestant or Catholic management.

Hindustani.

88. There are two schools of this class, the Madrasa i Nisvan in the Cantonment, and the Mufied un Nisvan in the péṭé of Bangalore. Both are grant-in-aid institutions under Musalmán management. The observation of the practice known as "Gósha" renders necessary the intervention of a "parda" between the examiner and the examinees, unless the former be a female. The results thus obtained proved so unsatisfactory, that Mr. Hodson procured the assistance of a lady, who, seated with the pupils behind the parda, was able to see that the questions proposed by the Inspector, seated outside the parda, were really answered in due order, by the pupils themselves. Ample data for a correct estimate of the school so examined, were thus obtained without any breach of Musalmán etiquette. The report shews that the present condition of these schools is very discouraging. The failure of the experiment is

Digitized by Google

due in a great measure to a lack of competent female teachers ; this want, however, and every other difficulty, may be overcome by a spirited but patient supervision.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,711	10,324	20,965	31,289	18—4—7	6—9—6

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
5,273	3—1—3	1,308	202	425	1,935

E. Private Unaided Schools.

Sanskrit.

89. The indigenous schools were fully described in last year's report. I have nothing to add to the account there given of the practices followed in the Hindu and Musalmán schools ; but the mode of teaching in a Sanskrit Pátashálá may here be described. i A Sanskrit slóka is simultaneously read by the class. ii. The sentences are then broken up and the sandhi resolved. iii. Particular words are parsed according to the Kaumudi, or Pāṇini's sútras. iv. The teacher gives the meaning of the sentence, which is afterwards repeated simultaneously, or by any one of the pupils directed to do so. v. The sentence is next analysed. vi. Compound words are analysed. vii. The slóka is finally read with the proper intonation by the whole class.

Digitized by Google

One lesson consists of three or four slókas, and from three to four such lessons comprise a morning's work. During the afternoon the morning's lessons are committed to memory, and before dispersing in the evening each pupil copies upon an ólé leaf the slókas to be studied on the following day. Each fresh leaf is attached to the preceding one, thus forming in time a complete book. Due attention is also given in the higher classes to Sanskrit composition.

90. Mr. Hodson, to whom I am indebted for the above sketch, states that he has inspected upwards of 50 unaided schools, chiefly vernacular, during the year, but none of them call for special remark.

91. After deducting those schools to which grants have been promised in 1870—71, the Wesleyan Mission have still nineteen unaided vernacular schools, containing 922 scholars. The Mission expenditure on the unaided schools last year was Rs. 4,500. The London Mission has four unaided schools educating about 50 pupils at a cost of Rs. 700 annually. The Roman Catholics have nine unaided schools in which there are about 300 children, costing about Rs. 600 annually.

92. The number of indigenous schools in the Hassan District is 114. The nominal attendance is 1,290, or an average of 11 boys to each school. The whole of them are Kanarese, and the instruction given in them is of the most elementary character.

VI. SCHOLARSHIPS.

Government Scholarships.

93. Additional Government scholarships have been founded during the past year to the extent of Rs. 600, in connection with the Rája's School at Mysore. Those at the High School continue the same, *viz.* Rs 500 a year; and ten to the Engineering School, amounting to from Rs 1,000 to Rs 1,200 per annum. There is one of Rs. 4 a month attached to the Huṇasúru School.

94. There is also the Dobbs' scholarship of Rs 7 per month attached to the High School, and one of the same amount in the Native Educational Institution; together with the Dobbs' Medal awarded annually, on the result of a competitive examination, open to all Protestant students of whatever race educated in the Mysore country.

Digitized by Google

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

95. Employment under the Mysore Government is not contingent on having passed an examination, as is the case in the Madras Presidency; but though no regular examination is held for the public service, well educated candidates generally obtain the preference; and appointments are now seldom bestowed on any who have not received some amount of education at school. Indeed it is known that the two Native Deputy Superintendents, and some of the Native Assistants, owe their high position entirely to the superior education they have received in the Mysore schools, an education afterwards carried on by themselves, till their minds were well disciplined and all their faculties strengthened and improved. Their success has increased the desire among respectable natives for instruction, especially in English, as they see its importance as a means of gaining employment in the first instance, and obtaining advancement afterwards.

96. Although not necessary in order to enter the public service in Mysore, yet many voluntarily pass the General and Special Test Examinations of the Madras Uncovenanted Civil Service, that they may possess an authorized certificate of their attainments. Upwards of 200 candidates were examined in Bangalore for the last General Test and about 100 for the Special Test.

97. In the appendix will be found statements shewing the position and salary of students educated in the High School and other institutions, as far as can be ascertained.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

98. While the study of English in a thorough manner is extending, as shewn by the results of the University examinations, it is generally admitted that all attempts to teach a mere smattering of that language, by the multiplication of inferior schools, are positively injurious to the cause of education. The study of English has often been prosecuted at the expense of the vernacular; and though a good knowledge of the latter is now required in all our English schools, it is with difficulty that a sufficient amount of time can be devoted to it. Neither the scholars nor their parents can appreciate the advantage to

Digitized by Google

be gained by delaying the study of English, until it can be carried on with more ease and vigor.

99. English should be taught as a language, and only made the medium of instruction in the highest branches of knowledge; but owing to the want of suitable books in the vernacular, geography, history, and arithmetic have had to be taught from English text books. The many disadvantages of this procedure have long been apparent; but it has only been practicable to introduce a more rational system as good vernacular text books have been provided, and now there is a strong prejudice in the native mind in favor of the use of English text books for these subjects, when a very imperfect knowledge of English has been acquired.

IX. BOOK DEPARTMENT.

Stock Account.

100. The operations of this department have continued to increase. During the year the number of books brought in stock was 63,333 at a cost of Rs 23,147; of these 14,024 were English books, valued at Rs. 12,118, and 49,309 were vernacular books valued at Rs. 11,028—11—0.

Number sent to District Depôts.

101. The number of books supplied to district depôts and to Head Masters for sale was 23,438, and their cost was Rs. 6,336.

Sale proceeds of books credited to Govt.

102. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 19,235—11—1.

Kanarese books published.

103. The following Kanarese books and maps were published in the course of the year:—

	Copies.
Bhúvivaraṇé—Geography, ..	5,000
Vágividháyini—Grammar ..	5,000
The Bhagavat Gíta	1,000
India Désha Charitré—History of India ..	5,000
England Désha Charitré—History of England	5,000
Large Wall Map of the World, in Kanarese ..	1,000

Digitized by Google

104. The Mysore Vernacular Series of Books now comprise the following works in Kanarese, fifteen in number.

Mysore Vernacular series.

1 Bála Bódhé. (First Book.)
2 Oduva Páthagaḷu. (Second Book.)
3 Do. (Third Reading Book.)
4 Kathá Saptati. (Stories.)
5 Padya Sára. (Poetical Reader.)
6 Vágvidháyini. (Kanarese Grammar.)
7 Bhúvivaraṇé. (Kanarese Geography.)
8 Kathá Manjari.
9 Pancha Tantra.
10 Shabda Maṇi Darpaṇa.
11 India Désha Charitré.
12 England Désha Charitré.
13 The Bhagavat Gíta.
14 First Book of Euclid's Elements of Geometry.
15 Arithmetic, (ready for the press)

105. The complete edition of Válmíki's Rámáyaṇa, to whic reference was made in the last report, has not yet been published, but will be issued in the course of two or three months.

106. Encouragement has been extended to the projected metrical translation of the Rámáyaṇa by Mr. Griffiths of the Benares College, now being printed at the Medical Hall Press of Messrs. Lazarus & Co., Benares.

SCHOOL BUILDINGS.

107. The Budget of 1869-70, provided Rs. 20,000 for the erection of five new school-houses in different localites. This sum was afterwards reduced to Rs. 15,800, by the Public Works Department; but I regret to state that, owing to causes over which I had no control, no part of the amount has been expended on the new school-houses.

108. Part of the money was appropriated by the Public Works Department to finish the school-houses at Sakaléspura, Ságara, and Kadoor, &c., the construction of which had been undertaken by that department some time previously.

Digitized by Google

109. Another portion (Rs. 5,017) was required for the completion of the school houses at Bélúru, Bánávára and Hosakóṭé, which had been commenced the year previous, but not finished within the prescribed time, owing to the sickness and death of some of the workmen employed at Bélúru and Bánávára, and the difficulty of obtaining in those distant localities skilled laborers to take their places.

110. When I applied for the remaining balance for the purpose of erecting at least one of the sanctioned school-houses, I was informed in a letter from the Secretary to the Chief Commissioner in the Public Works Department, that "the money had been utilized elsewhere," without any reference to me or any particulars being furnished.

111. Out of the sum of Rs. 15,800, sanctioned in the Educational Budget, there has been only Rs. 5,017 spent by the Educational Department.

CONCLUSION.

112. In concluding this report I have to acknowledge the ready aid received from all the Civil authorities in promoting the cause of education. Especial thanks are due to Captain Hill, Deputy Superintendent of Hassan, for detailed information supplied respecting the educational wants of the district, and for many suggestions for the improvement of schools which he personally inspected. Mr. Ricketts, Deputy Superintendent of Mysore, Mr. B. Krishnaiengar, Deputy Superintendent of Kolár, and Mr. S. B. Krishnaswamaiengar have also manifested a warm interest in the success of all educational arrangements.

113. All under my direction in the Department have rendered zealous and efficient service. Mr. R. G. Hodson, offg. Inspector of Schools in the First Circle, has had a large amount of extra work in connection with the hóbḷi schools, and deserves special commendation. These schools have also added greatly to the work of my office establishment, and the Manager, Mr. J. D. P. Chinnappa, deserves credit for the way in which his duties have been performed. I would also mention the following names in particular.

Digitized by Google

Mr. C. Waters, M. A., Principal of the High School.
„ P. Staunton, Offg. Inspector, Second Circle.
„ J. Dunning, Head Master, Rája's School.
„ M. Clapham, Acting Head Master, Normal School.
„ G. Haldwell, Head Master, Hassan District School.
„ G. Wallace, Head Master, Engineering School.
„ J. Coleman, Curator of Book Depôt.
„ D. Taylor, Head Master, Shimoga.
„ Rámaswami Shástri, Kanarese Translator.
„ S. Puttappa, Head Master, Ságara School.
„ Chinnaiya, Head Master, Dodda Ballápura School.
„ Khwaja Mohammed, Sub-Deputy Inspector of Hindustani Schools.

I have the honor to be

Sir,

Your most obedient Servant,

J. GARRETT,

Director of Public Instruction.

P. S. It ought to have been stated at the beginning of this report, that Mr. B. L. Rice, Inspector of Schools, I Circle, officiated as Director, from the 1st of April to the 10th of May, during which time his chief attention was given to the development of the scheme for hóbli schools, which had been commenced in the previous year.

J. G.

Digitized by Google

APPENDIX I.

BANGALORE HIGH SCHOOL.

Principal's Report.

I have the honor to submit my Report of the progress of the High School during the past year.

1. It appears advisable this year to review the school under three heads, namely: (1) The past history of the school, and the results which have at present been obtained. (2) The changes that have taken place during the past year, and the work which has been done. (3) Future requirements, or the way in which the school may best serve that class for which it seems intended.

2. The following short history of the High School is collected from past reports and from other reliable sources. The scheme of education for Mysore was originally drawn up by the Hon'ble Mr. Devereaux, then Judicial Commissioner. The establishment of a High School at Bangalore, in which students might be educated to compete for the B. A. degree, was one of the propositions which it contained.

Report for 1864-65 D. P. I.

This school, the first Government school in Mysore, was opened by Mr. Garrett, now Director of Public Instruction, in 1858, and for the first eighteen months was held in a temporary building. In May 1859 it appears that there were 7 classes in the school containing altogether 152 scholars, the fees collected being Rs. 36—14—0, and the cost of establishment Rs. 670 per mensem. Rs. 11 per mensem was also given away in scholarships. The present building was constructed according to a design by Mr. Garrett, and the school was transferred to it in 1860. Sir Mark Cubbon, the former Commissioner, considered it of great importance, that the study of natural philosophy should occupy a prominent place in the curriculum of study, and the school was furnished with a large collection of scientific instruments for illustrating a course of lectures on the various branches of physical science. Mr. Garrett took great interest in lecturing the Senior Class in natural philosophy. In the year 1860, Mr. Lewis Rice, now Inspector of

Digitized by Google

Schools, was appointed Principal, and held the office for nearly six years. The number of students attending the school increased considerably during the years 1861 and 1862; for I find that in 1863, there were as many as 346. About this time the school was affiliated to the Madras University, and the studies were framed so as to enable students to prepare for the University examinations. In February 1866 one student of the High School, succeeded in passing the Matriculation examination. This was the first from Mysore who passed any Government examination: but during the past six years 42 students from the High School have matriculated, and 14 have passed the First in Arts examination. A tabular statement shewing the number that have passed in each year is appended to this report. In May 1866, Mr. Rice having been appointed Inspector of Schools for Mysore and Coorg, the vacancy was filled up, on the nomination of the Secretary of State by the present Principal, who arrived in February 1867; Mr. Blackman having taken charge in the interim.

Towards the close of 1867, it was proposed to form a regular College Department, but the plan being considered premature, was not carried out. Two important rules have been introduced into the school during the last two years. One, that the Senior Classes should be examined annually by gentlemen unconnected with the school by means of printed papers, instead of *vivâ voce* examinations. Another, that no mastership should be held except by a graduate or undergraduate of some recognized University. Both these rules have operated for the good of the school. A list of former students now employed in government offices, or who have otherwise distinguished themselves, will be found in an appendix to this report.

The following tabular statement will shew the changes that have taken place in the staff of masters during the year.

Change in staff of Masters.

Mastership.	Former Master.	Time of Resignation.	Present Master.
Mathematical and English Asstt.	J. Walsh	March—1869.	Mr. C. Leonard, B. A.
Munshi	Rághavácbári	May.	B. Ramaséshappa Shástri.
8th Assistant ...	Chadiyándi	June.	S. Srínivás Rao.
10th do.	B. Mallappa	January—1870.	L. Srínivásaiengar.
4th do.	T. Narahari Rao, B.L.	March	R. Venkataramaiya, B. A

Digitized by Google

I take this opportunity of recording the valuable services rendered to the school by Messrs. Walsh, Rághavāchari, and Narahari Rao.

Increase of Fees.

5. The fees collected have been Rs. 3,148—8—0, against Rs. 2,811—12—0 in the previous year, shewing an increase of Rs. 336—12—0.

Proposed Increase in the rates of Fees.

I propose this year to raise the rates of fees in all classes.

I have also drawn up a somewhat hasty, but sufficiently accurate statement of the social position and average salaries of the parents or guardians of students attending the school. An inspection of this will, I think, shew that a still greater increase in the rates of fees may be made next year, if provision be made for the tuition of the poorer students.

Decrease in Roll.

Letter from Chief Commissioner.
Genl. No 3475
Educl. „ 23

6. The number on the school roll will be found to be less than at a corresponding time last year; but this can be satisfactorily explained. Our late Chief Commissioner remarked that as numerous private schools were now established for elementary education, there was no object to be gained by teaching all boys little or great; care has therefore been taken during the latter part of the year to admit boys to those classes only for which they were quite qualified. On that account many boys have been dissatisfied, because they were not put into higher classes, and so after having been examined have not come to the school. I feel sure, however, that beneficial results will follow, and we have at present quite as many students as can be well accommodated.

Lessons.

7. The standard of lessons has been varied in some of the classes.

Need for an Extra Master.

8. I am well satisfied with our present staff of masters in the upper part of the school. Three years ago we had no graduates as masters, but now there are four, and most of the others have

Digitized by Google

passed either the Matriculation or the First-in-Arts examination. Still we have five important classes, and with our present staff of masters, one class has to be taken in the evening. It is necessary that another master should be provided ; but this will form the subject of a future letter. Suffice it here to say that in the beginning of 1865, when there were no College classes, the monthly expenditure was within Rs. 130 of what it now is, *i. e.*, Rs. 1,000.

Increased Pay for time of service.

9. It seems advisable to make some rule, so that masters in the higher classes might, after a certain time of service, receive higher rates of salary. At present there are so few vacancies occurring in the Educational Department, and therefore very little prospect for deserving young men. Now that we have obtained a pretty competent staff of masters, it would be much to the disadvantage of the school to lose them just when they are becoming accustomed to the work.

Condition of Classes.

10. Many of the classes are in a much more satisfactory state than last year. The progress in some of the classes immediately below the Matriculation class has been very marked, and great credit is due to their teachers. I look forward with interest in hopes of good results from them in the course of the next two years. I am not however so well satisfied with the F. A., and 1st class, as with those of last year.

EXAMINATIONS.

Monthly Examinations.

11. Monthly written examinations have, as far as possible, been carried on in the upper classes, and the lower classes have been periodically examined *vivâ voce.* I hope to carry out this system of examinations in the lower parts of the school more fully this year by assigning one or two of the lower classes to each of the senior masters, and receiving from them monthly reports of progress.

Examination of the Upper Classes.

The upper classes will be examined monthly or weekly by means of papers.

Examination for Admission.

A standard for admission to classes has been drawn up in the appendix, and each candidate must obtain a certain per centage of marks, so that it will

Digitized by Google

now be impossible for a boy to gain admittance to any class unless he is fit for it.

The annual examination took place as usual last November, and I now tender my thanks to the following gentlemen who kindly undertook the onerous task of examining.

English.	John Bradshaw, Esq., B. A. E. Thompson, Esq., M. A. Rev. G. Rae, M. A. Rev. J. Hudson, B. A. J. Marsh, Esq. H. Wellesley, Esq., M. C. S. M. Clapham, Esq.
Optional Subjects. ..	S. Venkatavaradaiengar, Esq., M. L. Capt. Fitz Patrick, Abdul Khâder, Esq.
Mathematics	Lieut. Pennefather, R. E. W. A. Porter, Esq., M. A. Capt. Edgecombe, R. E. James Bradshaw, Esq. Rev. J. Walton, Rangaswami, Esq., B. A.
Moral Philosophy	Rev. W. Stevenson, M. A.
History and Geography ..	Rev. W. Miller, M. A. G. Duncan, Esq. Rev. B. Rice. Rev. E. H. Dubois, Rev. A. Walker, M. A. K. Mahomed Ali, Esq.

I also thank the masters for their assistance in the examination of the lower classes.

The examiners' reports are pretty favorable; they are given at length in appendix A. The First-in-Arts class has on the whole acquitted itself well in mathematics, Kanarese, and geography; but the reports on English and history are not so good as those of the previous year.

In the Matriculation class most of the examiners' reports are very favorable, the only unfavorable ones being the reports on algebra

Digitized by Google

and Kanarese. I am sorry to say that the reports on the 1st class are unfavorable, only one boy out of the whole class appears to have acquitted himself even passably. On the other hand, I am glad to say the reports on the next two classes are very satisfactory.

Essay Writing.

A new feature in this year's examination was the essay. It will be necessary to give more attention to this important subject, and I shall be glad if an exhibition or scholarship can be founded for English composition.

University Examinations.

I can record a fair amount of success in the University examinations by the pupils of the High School. The F. A. results are not so good as last year.

Eleven were this year sent up for the F. A. examination, and four passed. In the Matriculation examination ten passed out of 15 sent up, one in the 1st class.

Success of old Students.

Two former students of the High School have gained distinction this year. One having graduated in Law, the other having passed in the 2nd class of the B. A. degree list.

Prizes.

The prizes in the upper classes have been awarded by the results of the School examination, and a prize in the Matriculation class has also been assigned for the first place in marks in the monthly examination. The examiners' reports of the 1st or Preparatory Matriculation class are not favorable, and only one prize has been awarded to this class.

Lower Classes—Prizes.

The prizes in the lower classes were determined partly by the marks of the year and partly by the examination marks. It has been the custom of late to give pretty valuable prizes to the upper classes, sometimes as much as Rs. 25 for one prize; by this means many students become possessed of valuable and useful books which they would not otherwise be able to obtain.

Digitized by Google

I have much pleasure in thanking the following gentlemen for kindly contributing prizes :—

Capt. T. Clarke.
J. Garrett, Esq.
B. Krishnaiengar, Esq.
P. N. Krishnamúrti, Esq.

Library.

The Library contains a fair collection of historical works, but was until lately very deficient in English literature, and consequently has not been so much used by the students as would otherwise have been the case. About 50 new books have lately been added, but the Library even now is far from being at all complete in literature and mathematics. Application has been made for a grant to purchase at once some standard works. In whatever school the teaching of English is carried beyond the merest elements, I consider a reference Library indispensable. I propose to sell off some books no longer required or unsuitable, and purchase others. A new list is now being made by two of the masters, one of whom will act as Librarian and have complete charge of the books.

I will here merely give a brief sketch of the probable way the High School may be made of the greatest benefit to that class of the Native community for which it seems intended. The subject may perhaps be advantageously discussed under two heads. (1) In a Native Province like Mysore, is it for the good of the natives to afford them the means of acquiring a liberal *English* education ? and if so, (2) How may this school in conjunction with other educational institutions in Mysore best promote this end with the least cost to the Government ?

It certainly does appear necessary to educate the upper classes in the highest branches of our language, and otherwise all our labor up to the present time, in imparting to them a knowledge of English, will have been in vain. We wish to educate the higher classes that they may themselves be able to rule the country well, in the highest sense of the word. This object will be gained by enlarging and ennobling the ideas, which can undoubtedly be done much better by the study of works on English literature and science, than any to be found in the best vernacular literature. When once such thoughts and notions have

Digitized by Google

been fairly implanted in the minds of the upper classes, we shall then expect to find them anxious to express these thoughts and notions in writings in their own vernacular, which ideas will naturally by these means descend to the lower classes, and all natives will then be able to obtain from the vernacular, that high knowledge which all educational bodies in India, of whatever class, are now trying to impart. Natives will then value education for its own sake, and for its influence in forming the character, and not as so many now do, only for its marketable value. That this is a fact, may be learnt from statistics of our own school ; the parents or guardians of at least one half of the students being Government servants who educate their children with the expectation that at some future time they will get similar employment ; while the sons of wealthy merchants and tradesmen, which is a numerous class, hardly form 10 per cent. We may then also expect to find them willing not only to impart those ideas to their poorer brethren, but also desirous of assisting them with their wealth. The great thing is to find incentives for education. This has been done in a great measure by Government.

With regard to the second point in the machinery of our higher Anglo-vernacular schools, a great deal of labor is *lost,* from want of a proper division of labor. There are now, exclusive of Mission Schools, eight or nine native schools in Mysore, all struggling to bring up pupils for the higher University examinations, and in schools where there is but one good master this must be done at the expense of 99 per cent of the students. At present, one school in the Mysore country would be quite enough to prepare all those wishing to go up for higher examinations, for the next few years at least. Other schools should then educate only up to Matriculation standard. This was the original rule for Mysore, and in other parts of India, a rule of this kind is now enforced. Students would then be much better prepared for Matriculation in these schools, and far greater results would ultimately be obtained. With regard to the establishment of a regular College Department, I am not sure it would be advisable to do so at present, at all events not until some such plan, as I propose, has been adopted, and the results seen. Colleges certainly have been commenced with as few undergraduates as are now in the High School, namely 15 F. A. students, and 8 B. A. students ; but the numbers in these classes

Digitized by Google

are just now very fluctuating, and I think with one other good master all our requirements would be met for the present. We should then have *four*, perhaps *five* masters capable of taking College classes. I shall not say more here, but will submit my opinion on this subject more fully in a special report, if required to do so.

In conclusion I have to express my thanks to the masters in the school for the assistance they have given me during the past year, and I wish particularly to mention Messrs. Marsden and Leonard for the ready help I have always received from them.

(Signed.) CHAS. WATERS, M. A.,

Principal.

Digitized by Google

APPENDIX II.

I. CIRCLE.

Inspector's Report.

I have the honor to furnish my Report for the year ending 31st March 1870.

The following tables will shew the number of schools and pupils under my inspection, and the work performed by myself and the Sub-Deputy Inspectors.

Table I.

District.	No. of Government Schools.	No. of pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission societies.	Established by other than Mission.	No. of pupils.	Established by Mission societies.	Established by other than Mission.	No. of Pupils.		
Bangalore	52	1,589	25	19	3,524	15	34	1,234	145	6,347
Kolár	83	1,679	...	6	181	...	...	...	89	1,860
Mysore	59	1,752	7	4	642	3	..	266	73	2,660
Hassan	30	912	...	3	120	...	...	...	33	1,032
Total for 1869—70	224	5,932	32	32	4,467	18	34	1,500	340	11,899
1868—69	150	*1,994	27	30	3,941	...	...	...	217	5,935
1867—68	30	1,402	22	21	4,045	...	...	...	73	5,447

* Exclusive of Hóbli School pupils of which no accurate record exists.

Digitized by Google

Table II.

District.	No. of boys, schools of the higher class.	No. of pupils.	No. of boys, schools of the middle class.	No. of pupils.	No. of boys, schools of the lower class.	No. of pupils.	No. of female schools, middle class.	No. of pupils.	No. of female schools, lower class.	No. of pupils.	No. of normal schools.	No. of pupils.	Total number of schools.	Total number of pupils.
Bangalore	4	624	10	632	59	2,474	4	213	17	1,401	1	50	95	5,394
Kolár	1	63	1	61	85	1,657	...	...	2	49	...	...	89	1,830
Mysore	2	497	4	138	60	1,565	...	...	4	194	...	...	70	2,394
Hassan	1	134	1	31	30	835	...	...	1	...	1	22	34	1,022
Total for 1869—70.	8	1,318	16	862	234	6,531	4	213	24	1,644	†2	72	288	10,640
1868—69.	8	1,134	14	745	167	5,396	4	213	24	1,297	2	126	219	7,0[illegible]9
1867—68.	7	1,103	12	567	41	2,508	...	...	15	1,283	1	28	76	5,489

† The Nandidroog and Nagar Normal Schools for the training of Hóbli Masters, also under the Inspector of Circle I, are not included in the above statement.

Statement of Work.

Name and Office.	Area of circle in square miles.	No. of schools examined during the year.	No. of days occupied in examining schools.	No. of days occupied in other work.	No. of days spent on circuit.	No. of miles travelled during the year.	Remarks.
R. G. Hodson, Inspector of Schools	9,826	93	124	136	149	2,246	
Khwaja Mahammed, Hindustani Sub-Deputy Inspector	9,826	30	70	30	80	636	
Dakshanámúrti Sháśtri, Sub-Deputy Inspector, Hóbli Schools, Bangalore	2,795	85	87	138	225	1,264	
Shámáchári, Sub-Deputy Inspector, Hóbli Schools, Kolár	2,335	89	104	261	211	960	
Srínivasaiengar, Sub-Deputy Inspector Hóbli Schools; Mysore	3,064	67	76	109	155	1,480	
Cheluvaiengar, Sub-Deputy Inspector, Hóbli Schools, Hassan	1,632	56	79	66	220	1,200	

Digitized by Google

By arranging the schools according to the standard of instruction instead of reporting the Government and aided schools separately, I have departed from the established usage, but trust it will meet with approval as it facilitates the formation of general conclusions with reference to each particular class of school.

HIGHER CLASS SCHOOLS.

The progress of higher education is indicated by an increase in the number of candidates who have this year passed the Matriculation and F. A. examinations. Considerable difficulty is experienced in securing suitable assistant masters. The report on the Normal School will shew that the improvement of the existing staff has received attention. In grouping the schools, I have not separated the purely Government from the aided institutions, but have reported together all higher class, then the middle and lower class schools within the limits of Circle I.

The Native Educational Institution Bangalore, which for the last 3 years has been under the charge of the Rev. J. Hudson, B. A., of the Wesleyan Mission, continues to hold a high position. Of 6 competitors at the recent F. A. examination, 3 passed, one in the first class, and 3 matriculated. Of the 9 assistant teachers, two have matriculated, two have passed the F. A. examination and one is a graduate of the Madras University. College classes have been formed for the B. A., F. A., and Matriculation examinations; but the extra tuition involved, it is to be feared, can hardly be accomplished without expensive additions to the teaching staff.

Amount of Govt. grant per mensem... ...	200
Income from other sources	457½
Rate of schooling fee from As. 4 to Rs 1½	
Number of Pupils ...	330
„ Classes ...	11
„ Teachers..	10
„ Munshi ...	1

The London Mission Institution (*Central*) has attained its present standard under the charge of the Rev. J. H. Walton. Four pupils matriculated at the last University examinations, and three passed the F. A. test. The University classes have been increased by the opening of one for the B. A. examination; but it is doubtful whether the present staff will be equal to the extra

Amount of Govt grant per mensem ...	* 100
Income from other sources	* 945
Rate of schooling fee from 4 As. to 2 Rs.	
Number of Pupils ...	165
„ Classes ...	9
„ Teachers...	9

* N. B. The expenses of the Cantonment and Alsúr branches are included in the sum of these amounts.

Digitized by Google

work involved. Of the higher class schools for the education of natives this and the Native Educational Institution are second only to the Government High School. There are in connection with this school, two Anglo-vernacular branches in different parts of Bangalore that rank as middle class schools, and are reported on under that heading.

Number of Pupils ...	254
" Classes ...	7
" Teachers..	7

The Rája's School, Mysore, since it came under Government direction upwards of 2 years ago, has continued to make very satisfactory progress. Four pupils matriculated, and two passed the F. A. examination. The existence side by side of this and the aided Mission institution has been found to keep up a healthy spirit of competition which has never given way to ill feeling. Both schools are efficiently conducted, and vary very slightly either in numbers or proficiency. Much credit is due to the Head Master, Mr. Dunning.

Amount of Govt. grant per mensem	100
Income from other sources	505
Rate of schooling fee from As.	6 to 8
Number of Pupils ...	243
" Classes ...	8
" Teachers ...	8
" Munshi ...	1

The Wesleyan Mission School, Mysore. The success of this school at the recent University examinations was very creditable. Only one pupil matriculated out of seven; but two out of five F. A. candidates passed, one in the first class. The classes that last year called for unfavorable remark shew decided improvement, which has been brought about by judicious changes in the teaching staff. It is due to Mr. T. G. Sykes, B. A., who gave up charge of the institution at the end of 1869, to state that its general efficiency at the close of his connection with it was greater than it had ever been at any previous period during the time it has come under my inspection. Mr. Sykes has been succeeded by the Rev. J. Hutcheon, M. A., lately returned from England, whose previous educational efforts in the Mysore Province afford a sufficient guarantee for the efficiency of the supervision. One young man who has been preparing for the B. A. degree examination may be expected to appear in February next. A promising Matriculation class has been formed.

Number of Pupils ...	134
" Classes ...	7
" Teachers ...	6

The District School, Hassan, was the first district school to send up successful candidates to the University examinations. This year the results have been disappointing, as only one pupil matriculated

Digitized by Google

and one passed the F. A. examination. During the greater part of the year the 1st assistant rendered no efficient help whatever, and one of the most useful assistants, the 3rd, was promoted to a distant appointment. Mr. Haldwell and his second assistant Krishnappa, each took two classes and devoted extra time to their tuition, but it was impossible so short handed, to secure satisfactory results. I inspected the school in December, and in justice to Mr. Haldwell, the Head Master, must observe that though it had suffered, its condition was better than I expected to find it, knowing the difficulties with which he had to contend. The number of assistants has been increased since last year from 5 to 6, and the one complained of is no longer in the department. The contemplated extension of the school house will admit of the opening of a vernacular branch. The popularity of the school does not appear to have suffered from the temporary check, as great confidence is deservedly placed in the Head Master.

Amount of Govt. grant per mensem	*470
Income from other sources	*850
Rate of schooling fee ...	3,4, 6 & 8Rs.
Number of Pupils ...	74
" Classes	5
" Teachers ...	5

The Bishop Cotton Grammar School, Bangalore, sent up 10 Matriculation candidates, of whom 4 passed. I inspected this school 3 months ago, and was able to report on it favorably. It was gratifying to observe the efficiency of the junior classes as there is a tendency in some schools that rank as "Higher Class" institutions to sacrifice much of the attention due to the mass of the scholars for the sake of the few University students. With the lowest class I was greatly pleased. The answers I received to questions on the meaning of different portions of the Deserted Village, shewed a more intelligent acquaintance with the matter of their lesson and a nearer approach to an appreciation of poetic ideas than I have usually met with in such little boys. Class I, the one next to the Matriculation class, was large and considerable; disparity of attainment was apparent. The Latin and mathematical answer papers of the University class were all fair, and two or three good. I inspected the dormitories, refectory, &c., and had an opportunity of sitting down to a meal with the assistant masters and boarders at which the Rev. Mr. and Mrs. DuBois as usual presided. The order that prevailed everywhere indicates a careful attention to the comfort and welfare of the pupils.

* N. B. This amount includes the expense of the Girl's School.

Digitized by Google

Number of Pupils ...	63
„ Classes ...	7
„ Teachers ..	5

The District School, Kolár, was inspected by me in November last, when the three higher classes did not acquit themselves so well as usual: this result, I attribute chiefly to several promotions that seemed to me premature, but to which I had reluctantly consented. As anticipated in my report to you, only one pupil succeeded in passing the Entrance Test, but as the school is but a little over six years' standing, and the matriculate in question commenced his alphabet in the institution, the result, small as it is, indicates progress. From its commencement to the beginning of the year, the school was under the charge of Mr. Abdul Rahmán, who now holds an important post in another department. Under his care it reached a higher state of efficiency than that attained by any other Anglo-vernacular School under a native in the Province. Mr. Abdul Rahmán was succeeded by Mr. D. Taylor, under whom the school for the first time obtained a place on the University list. Ultimately Mr. Jno. J. Steele of Shimoga exchanged places with Mr. Taylor and is still in charge. A Matriculation class of 6 pupils has been formed.

Amount of Govt grant per mensem	200
Income from other sources	320
Rate of schooling fee	3,5 and 6 Rs.
Number of Pupils ...	55
„ Classes ...	4
„ Teachers...	4

St. Andrew's School, Bangalore, sent up seven candidates, none of whom passed. The following remarks occur in my inspection report written shortly before the University examinations were held. "I examined the Matriculation class in Latin and mathematics. Of the answer papers in Latin one obtained a third of the total number of marks. In mathematics the same proportion, one third, was gained by two papers. Although the other answer papers of the class were below the standard of the Entrance examination, some of them exhibited sufficient ability to warrant the examinees studying with a fair hope of success next year. One or two of the best papers, though well arranged, might have been better written. Several serious orthographical errors detracted from the value of one paper, which in other respects was the best in the class. I am inclined to think that an ambition to obtain academical honors has led some who, though possessed of talent are rather young, to enter somewhat prematurely on a University course of study."

Digitized by Google

MIDDLE CLASS SCHOOLS.

The Chikka Ballápura Anglo-Vernacular School was examined by me early in the year, and the following remarks occur in my report to your office. "Not only are the numbers in the English school this year nearly the same as last but the standard also has remained stationary. I have been disappointed to find that the most advanced pupils, who last year should have commenced the course of study laid down for a first class, and who might this year have commenced the studies required for Matriculation, all left for various schools in Bangalore. The highest class is therefore still a second.

Number of Pupils	...	61
,, Classes	...	5
,, Teachers	...	3

A comparison of the enclosed tabular report with that of August last will shew that, besides the stationary character of the school as regards numbers and attainments, the same defects have been repeated. I may point out particularly the apparent sacrifice of the language studies, which should receive the first consideration, to that of arithmetic. The masters very reasonably urge that as each of them has three classes to teach they are compelled to give lengthy exercises in arithmetic and writing to two classes, and thus secure time for conducting the third in some other subject.

It is not necessary for me further to point out the connection between the inadequacy of the existing staff and the results, as shewn in the inefficient character of the tuition and discontent of the most promising pupils.

From the character of the town and the class of pupils who apply for admission I feel confident that the school at this place would speedily rival Kolár.

I beg to suggest for your consideration the expediency of abolishing the neighbouring feeble, useless English school at Dévanahalli, and appropriating the saving thus effected to supplying the long standing requirements of the Chikka Ballápura School. Unless some assistance be granted progress is impossible."

You were pleased to concur with the above suggestions; also with my subsequent recommendation for the appointment of an under-

Digitized by Google

graduate as Head Master, and I am able to report that the results have fully come up to my expectations. A few days ago sanction was obtained for the appointment of an additional junior assistant, making the number of teachers correspond with the number of classes. With the present staff the school will not only be enabled to hold the first place amongst talook schools, but will, I expect, at the end of another year be a formidable rival to district schools that have secured places on the University lists. I have been very well satisfied with the Head Master, and the exertions of his assistants also deserve commendation.

Amount of Govt. grant per mensem. } Included in the sums entered against the Central Institution.
Income from other sources. }
Rate of schooling fee from 4 to 12 As.
Number of Pupils ... 112
" Classes ... 6
" Teachers ... 6

London Mission Branch School, Bangalore Cantonment, is under the superintendence of the Rev. B. Rice. The tuition imparted is of a very useful character, and the efficiency of the management secures a good attendance. The standard of its highest class would entitle it to rank with the second class of a Government Anglo-vernacular School.

Number of Pupils ... 33
" Classes ... 3
" Teachers ... 2

The Hunasúru Anglo-vernacular School has never succeeded in attaining the Matriculation standard, but amongst the successful Bangalore candidates, at the recent Entrance examination, I observed the name of one who was educated at this school, and who left it to enter the High School Matriculation class. The Head Master is a hard working teacher.

Amount of Govt. grant per mensem .. *150
Income from other sources } Information wanting.
Rate of schooling fee from 4 As. to a nominal fee of 2 Rs.
Number of Pupils ... 77
" Classes ... 5
" Teachers... 5
* Which covers also the expense of the Vernacular Branch.

The St. Joseph's Seminary, St. John's Hill, Bangalore, attended by European and East Indian children, is superintended by the Rev. R. A. Clemot, M. A., who has a staff of 5 Brothers of the order of St. Joseph. I inspected the school last month, when 56 boys were presented for examination. A Matriculation class comprising 6 pupils had been formed. The institution has hitherto taken a good position amongst middle class schools, and I think it is doubtful whether the adoption of a

Digitized by Google

University course of instruction will be found the most suitable for such boys as have entered upon it. The Brother in charge of the Matriculation students, however, has ability and experience, and will be able to make the most of the material furnished by his class. The examination of this and the lower classes also would probably have elicited more favorable results, had the inspection taken place at a later period of the term. On the whole the results were very creditable. The establishment provides accommodation for a few boarders. 18 of these are military orphans, on whose account an allowance of 7 Rs. a head is drawn from the Madras Government; fees produce about 15 Rs. a month. These items, together with the grant from the local Government, represent the average monthly income. Whilst strict economy is evidently enforced the premises and school apparatus comprise everything necessary, and admirable order prevails every where.

The St. John's District Boys' School, Bangalore, is a Protestant Parish School, similar in character to the Chatholic (St. Joseph's) School in the immediate neighbourhood; its superintendence is undertaken by the Chaplain in charge of the St. John's District. The standard of the highest class is about equal to that of a second class in a Government school, omitting the vernacular studies of the latter. Three boys in the first division acquitted themselves well; the rest, fairly. For the lower classes the graduation of lessons requires revision. The Dublin Third Book is made the prose text book in classes I, II, and III, whilst for the first of these classes it is not sufficiently comprehensive, it is too difficult for the last; a similar uniformity appears to prevail in teaching geography. On the other hand the transition from the compound rules of arithmetic in class II, to Euclid and algebra in class I, is rather abrupt. The course of study laid down for Government schools would with few modifications be found better adapted than probably any other. The present Head Master has evidently had a teacher's training, his assistants are rather young, but all seemed interested in

Amount of Govt. grant per mensem	*150
Income from other sources	*65
Rate of schooling fee from 4 As. to a nominal fee of 2 Rs.	
Number of Pupils ...	68
" Classes ...	4
" Teachers ...	1 assisted by three pupil teachers.

* The amount of these sums covers also the expenses of the Girls and Infant Schools.

Digitized by Google

their work. The pupils are, with very few exceptions, European, or East Indian; nearly one half are admitted as free scholars. The fees are adapted to the circumstances of the parents. Books are purchased by all except the free scholars.

Number of Pupils ...	31
" Classes. ...	4
" Teachers ...	2

The Holé Narasipura Anglo-vernacular School, was inspected by me in December last, and I beg to append the following extract from my report. "The English branch comprises only 28 boys, and the Kanarese branch 35, making a total of 63. The highest class in the English school is a third, and only 2 boys have attained that standard. The other class, a fourth under the Head Master's tuition, numbers 5 pupils; consequently the whole of the Head Master's time is devoted to teaching 7 boys. The remaining 21 pupils form classes V and VI, and are instructed by the assistant master. I have before expressed my dissatisfaction at the progress of this school, and am not surprised to find that its condition has called for remark from the Deputy Superintendent of the District and others." The change of teaching staff, which you approved, has not had a sufficiently long trial to produce any very decided alteration, but great improvement may confidently be looked for, as the present Head Master, an undergraduate of Madras, possesses considerable ability, and his appointment, I have reason to believe, is gratifying to the people of the place.

Amount of Govt. grant per mensem ...	20
Income from other sources ...	189—2—8
Rate of schooling fee from ...	4 to 8 As.
Number of Pupils ...	70
" Classes ...	6
" Teachers ...	6

The London Mission School, Alsúr Branch, is not quite equal to the Cantonment branch, but fully meets the requirements of the neighbourhood. Tamil is the vernacular taught, as the majority of the pupils speak that language.

Amount of Govt. grant per mensem ...	60
Income from other sources	325
Rate of schooling fee.	None
Number of Pupils ...	50
" Classes ...	3
" Teachers...	2

The Cantonment Orphanage, Shúlé, Bangalore, is as its name implies, a free school, but in addition to the contributions of the public some of the orphans are partially supported by their friends. The following extract is from my report of inspection 3 months ago. "The object of this institution which is now too well known to render

Digitized by Google

necessary any statement regarding it, continues to be ably and consistently carried out. The arrangements for the accommodation, tuition and moral training of the children are adapted to their station and future prospects. Since my last inspection some of the elder pupils have been withdrawn either to be placed under the care of their own friends, or in some suitable situation. A few of the elder lads now in the school have commenced an apprenticeship in a printer's office, but had not been long enough to acquire much knowledge of the trade. In examining the different classes the answers I received were not generally indicative of much intelligence. Such a book as Gleig's Sacred History might naturally be considered sufficiently elementary for girls of 10 or 12 years of age; but it was clearly beyond their comprehension though doubtless the teacher had been at pains to explain it. On the other hand mechanical performances, such as writing, sewing, &c., shewed neatness, especially the needle-work which is considered to be very good. Cooking, I am assured, also receives due attention, although that branch of their education did not come under my inspection.

The finances are in a flourishing condition. The thousand rupees which last year was reported to have been set apart towards a building fund has increased to about Rs. 5,500. It is gratifying to observe the freedom with which the public appear to contribute towards this laudable object. The institution is under the charge of the Chaplain of the district, but the details of the management are very efficiently conducted by a committee of ladies.

The Ordnance School, Fort, Bangalore, is a school for the boys and girls of the East Indian and European residents of the Fort. The Commissary of Ordnance is regarded as the Superintendent of this school, which is also visited occasionally by the Rev. P. Webber. The building is the property of the Ordnance Department; but all expenses are borne by the grant-in-aid of the local Government and by fees, the latter amounting to less than one-third of the former. The most advanced pupils can read intelligently from the

Amount of Govt. grant per mensem ...		40
Income from other sources		12
Rate of schooling fee from ...		4 to 12 As.
Number of Pupils	Boys 15 Girls 18	33
" Classes ...		4
" Teachers	1 master 1 mistress	2

Manual of Conduct, write neatly, spell fairly, and understand arithmetical operations as far as compound division. A little history and geography are taught, and the girls are instructed in needle-work. The boys and girls are not taught separately. The supply of books and school apparatus is very defective, and the general condition of the school moderately satisfactory.

Number of Pupils	...	38
„ Classes	...	3
„ Teachers	...	1

The Yeḷandúru Anglo-vernacular School, occupies a somewhat anomalous position. It has always been classed as a Government talook school, and is still under Government control; but its cost is charged to the Yeḷandúru Jághír. The highest class is a fourth, and under existing circumstances no considerable advance, either in number or proficiency, can be looked for. The school house is a mud building, confined and ill-ventilated.

Number of Pupils	...	25
„ Classes	...	4
„ Teachers	...	2

The Channapaṭṇa Anglo-vernacular School. I have hesitated to recommend the abolition of this school, but have now come to the conclusion that the step would be advisable. A demand for English education can scarcely be said to exist at all in Channapaṭṇa. The average attendance of boys from the town itself rarely exceeds ten or twelve, the majority of the pupils are drawn from the adjacent village of Maḷúru. When I inspected the school in October its total strength was only 22. Bangalore being distant only 34 miles, the very few pupils from this neighbourhood who wish to attain a useful knowledge of English prefer going there to remaining at a school which is never likely to be anything but a very elementary one. I may add that the Head Master has always worked hard, and in other places with better success. The vernacular school draws a large attendance.

Number of Pupils	...	37
„ Classes.	...	2
„ Teachers	...	1

The Gundlupéṭé Anglo-vernacular School, was opened in the month of August at the repeated solicitation of the people and on the recommendation of the Mysore Deputy Superintendent. I have not had an opportunity of inspecting this school, but monthly reports submitted by the master and private letters from Gundlupéṭé, agree in representing the beginning that has been made as very satisfactory. The teacher is a young man, in whose steady application to work I have great confidence.

Digitized by Google

The St Patrick's Seminary, Shúlé, Bangalore, is superintended by the Rev. J. A. Chevalier, and 3 Brothers of the order of St Joseph form the teaching staff. A few natives attend, but most of the pupils are Catholic East Indians, the children of clerks or mechanics, and whose education is rarely continued after they attain the age of 14 or 15. The education afforded is adapted to the class of people for which it is intended.

Amount of Govt. grant per mensem ...	80
Income from other sources ...	69
Rate of schooling fee from ...	2 to 4 As.
Number of Pupils ...	85
„ Classes ...	3
„ Teachers ...	3

LOWER CLASS SCHOOLS.

Bangalore District.

The Ragged School, Bangalore, under the charge of the Chaplain of St Marks District is attended by the children of drummers attached to Native Corps, and by other East Indian children to whom in many cases the English language seems less familiar than Tamil. When I visited the school in February 20 girls and 16 boys were present. The tuition is of necessity very rudimentary. The teachers perform their duty well.

Amount of Govt. grant per mensem	15—0—0
Income from other sources ...	8—0—0
Rate of schooling fee.	None
Number of Pupils ...	47
„ Classes ...	4
„ Teachers.	2

The Sader Véda Siddhánta Sabhá Seminaries, Bangalore, are entirely under native management, the efficiency of which is highly commendable. The character of the school may be gathered from the following remarks taken from my inspection report. "The present registered number of pupils 281 is the same as last year, and the average attendance from year to year varies very slightly. The pupils are distributed as follows: in the Tamil school 144; in the Telugu 111; in the Kanarese 20, and in the Sanskrit 6. All are assembled in one long building, which is situated conveniently for the population from which the majority of the pupils are drawn. The teaching staff consists of 8 masters and 2 pupil teachers. An accountant, bill-collector and peon also form part of the establishment. The practice of holding weekly examinations is continued with good effect, and the general management is very creditable to the superintending committee.

Amount of Govt. grant per mensem	50—0—0
Income from other sources ...	48—12—10
Rate of schooling fee	2 to 8 As.
Number of Pupils ...	281
„ Classes ...	8
„ Teachers ...	8

Digitized by Google

Being unacquainted with either Telugu or Tamil I obtained the services of 2 competent scholars, wholly unconnected with the Sabhá, who conducted the examination in those languages. In their opinion the Tamil branch holds the first place. The subjects reported as read without meaning are all of a religious character, and it is presumed that in giving such lessons the method most likely to be popular will be adopted. The mode of imparting secular instruction is in accordance with rules followed in Government institutions. I was informed that 2 of the Tamil teachers were trained at the Vellore Normal School. The Sanskrit studies are of the most elementary character, and the demand for instruction in this branch appears extremely small. It has been found unnecessary to make arrangements for the study of English as other well conducted Anglo-vernacular Schools in the neighbourhood supply this want, and fully one-third of the boys from this school avail themselves of adjacent English schools from 7 to 11 A. M., and attend the Sadara Véda Siddhánta Sabhá School for lessons in the vernacular from 1 to 6 P. M.,

The Channapaṭṇa Talook Kanarese School has fallen in grade owing to the departure of all the boys that last year formed the third class. At the approaching examination due next month, I expect to be able to form a large third class.

Number of Pupils	...	69
„ Classes	...	* 1
„ Teachers	...	2

* With sub-divisions 4

The Closepéṭé Talook Kanarese School has made indifferent progress. With the assistant master appointed during the year improvement may be looked for.

Number of Pupils	...	57
„ Classes	...	* 1
„ Teachers	...	2

* With sub-divisions 3

The Dévanahaḷḷi Talook Kanarese School has fallen off slightly in the attendance, but the condition of the highest class, a third, is creditable.

Number of Pupils	...	30
„ Classes	...	2
„ Teachers	...	1

The Yelahanka Talook Kanarese School, though numerically rather insignificant, has always been well conducted. The building, an old Musáfar Khána, affords very indifferent accommodation.

Number of Pupils	...	26
„ Classes	...	3
„ Teachers	...	* 1

* An assistant has lately been sanctioned.

Digitized by Google

The Dodda Ballápura Talook Kanarese School is numerically the strongest school in this Circle, and under favorable circumstances might attain an excellent position. The following remarks occur in my report after an inspection made early in the year. "The recent incorporation of the only remaining local school raised the number of pupils from 104 to 183. The three assistant teachers now employed have all come over at different times with their pupils. I found that the absorption of these indigenous schools *en masse* had not been followed by a distribution of the boys into classes, but each new master surrounded by his juvenile adherents had formed a small *imperium in imperio.* This state of affairs necessitated an entire classification of the whole school which was effected after the examination. Three classes were formed, of which the highest is a second. It is remarkable that in this, the largest Government Kanarese School in the Province, there are only 5 Brahman boys. Weavers and Lingáyets are the most numerous amongst the pupils. The Head Master and the assistant are weavers, the other two teachers Lingáyets. I have also observed but have never before mentioned in my reports that, though the examinations and prize distributions are well attended by visitors, chiefly the friends and relations of boys, the talook officials stand aloof from the school. During my several visits to the town, since the establishment of the School 5 years ago, I have never once met either the Péshkar or the Amildar, and have failed to ascertain any reason for the indifference to Government education which such conduct evinces. I take the opportunity of drawing your attention to the case the more prominently on account of its rarity, because an Amildar who ignores educational movements at the head quarters of his talook is not likely to render the Department much assistance in the hóblís, where the co-operation of such officials is essential to success. I am of opinion that all the teachers have worked hard during the last term."

Number of Pupils	...	116
„ Classes	...	* 3
„ Teachers	...	4
* With sub-divisions		5

The Hosakóté Talook Kanarese School did moderately well at the annual examination. The Head Master lacks method.

Number of Pupils	...	34
„ Classes	...	3
„ Teachers	...	2

The Mágadi Talook Kanarese School has suffered from an unavoidable

Digitized by Google

Number of Pupils ...	55
„ Classes ...	2
„ Teachers ...	2

change of masters. The present attendance is very good. It became necessary to dismiss the assistant whose conduct was found to be prejudicial to the welfare of the school. Educational movements in this talook have received very little support from the talook officials.

The Sarjapura Talook Kanarese School. The examination and the subsequent distribution of prizes was largely attended, which attested the interest felt in the school ; its condition is very fair.

Number of Pupils ...	60
„ Classes ...	3
„ Teachers ...	2

The Nelamangala Talook Kanarese School has been opened during the year. It was first conducted in a hired house, but has subsequently been removed to the old Traveller's Bungalow. I examined the school in December and reported. " The school under report has taken the place of a hóbli school which had previously been opened in the town. The establishment of a talook school involved the introduction of fees and the purchase of school books, and notwithstanding the extremely trifling extent of such outlay, it threatened at first to interfere seriously with the attendance. Ultimately, however, the number rose to more than double the attendance of the former school. The register bears the names of 92 boys, 83 of whom were present at the examination. I consider that a very promising commencement has been made, and have every reason to be satisfied with the master who is a certificated teacher."

Number of Pupils ...	102
„ Classes ...	*1
„ Teachers...	2
* With sub-divisions ...	3

The St. Mary's Catholic Tamil School, Bangalore. Of the 58 boys present during my inspection, 40 belonged to the alphabet class ; 10 could read the first book, and 8 the second book; about half a dozen boys had learned the multiplication tables as far as the 3 times column. In connection with this school are the Simoncheri and the Artillery Branch Schools. The Sub-Deputy Inspector in reporting no the latter expresses himself as very much dissatisfied with both

Amount of Govt. grant per mensem	Included in the amount set down against the A. V. St. Mary's School.
Income from other sources	Included in the amount set down against the A. V. St. Mary's School.
Rate of schooling fee, none.	
Number of Pupils ...	85
„ Classes ...	3
„ Teachers ...	2

Digitized by Google

teachers and pupils. These schools are established for the benefit of a very low and neglected class of natives.

Kolar District.

The Bágépalli Talook Kanarese School. The demand for education appears to be less in this talook, (Gúmanáyakanapáḷya) than in any other belonging to the Kolár District. The vernacular is almost entirely Telugu, but as all the pupils with one or two exceptions, are sons of cutcherry officials who speak Kanarese, that language instead of Telugu is made the medium of instruction at their particular request. The attendance at hóbḷi and indigenous schools throughout the talook is uniformly miserable.

Number of Pupils ...	10
„ Classes ...	1
„ Teachers ...	1

The Muḷabágalu Talook Kanarese and Telugu School. "Since the appointment of a Telugu assistant the numbers have doubled, and the demand for instruction in Telugu is apparent from the fact that, of the pupils whose names are on the school register, two-thirds belong to the newly opened Telugu school." The above remarks are quoted from my inspection report. The subsequent progress of the school has been very creditable.

Number of Pupils, Kan.	30	70
„ Telugu	40	
„ Classes, Kanarese	3	5
„ Telugu	2	
„ Teachers ...	2	

The Gudibanda Talook Kanarese School has been established 8 months. I am not altogether satisfied with the beginning that has been made by the master.

Number of Pupils ...	24
„ Classes ...	1
„ Teachers ...	1

The Góribidanúru Talook Kanarese School. The town being a small one, a larger attendance cannot be expected. I examined the school in July, and it was found to be in a state so discreditable to the master that his removal was considered necessary. Under the present teacher the school is doing well.

Number of Pupils ...	29
„ Classes ...	2
„ Teachers ...	1

The Chikka Baḷḷápura Talook Kanarese School has gone down during the year. The present attendance is fair, but should be much

Digitized by Google

Number of Pupils	...	* 63
" Classes	...	1
" Teachers	...	2
* With sub-divisions	...	4

larger. I consider the opening of a Telugu branch in connection with the existing Kanarese one would be popular, but the want of accommodation has presented a difficulty hitherto.

Number of Pupils	...	80
" Classes	...	3
" Teachers	...	3

The Chintámaṇi Talook Telugu and Kanarese School when I inspected it in June, was simply a Kanarese School. The following remarks were made by me at the time. "The establishment of a Government Telugu School has been the subject of frequent requests from the people and of recommendations from this office. When the teacher of the principal local Telugu school was appointed master of the Government Girls' School about 18 months ago, his pupils, 25 in number, came to the Government Kanarese School, and received instruction in Telugu from the Kanarese master and his assistant. A Telugu assistant was expected, but as after 6 months the appointment was not made, a private school was opened in the town and attended by 20 or 30 boys. Whilst encamped in Chintámaṇi a few of the leading Chéttís of the place called on me with a numerously signed petition, herewith enclosed, in which they request the establishment of the long looked for Telugu branch, and express a hope that the appointment of Telugu assistant may be given to Bhavánáchári." I believe the appointment sanctioned by you has been very gratifying to the people.

Number of Pupils	...	45
" Classes	...	3
" Teachers	...	2

The Kolár Talook Telugu and Kanarese School is conducted in a hired building in the town apart from the Anglo-vernacular School. In my report of November the following remarks occur. "The condition of the Kanarese school, as a whole, is satisfactory. My attention was attracted by something singular in the appearance of one boy who, I found, was quite blind. He afforded a striking instance of the power of a cultivated memory. In general intelligence he struck me as being barely on a par with the majority of the class, but he repeated without hesitation any portion of any lesson I called for, that had been read by the class during the last 6 months. He was able to write to dictation more slowly, but as accurately as any average boy of his age. The degree of proficiency to which he had at-

Digitized by Google

tained may be regarded as evidence of careful teaching." The Telugu class had only been established 3 or 4 months, and was of the 4th or lowest grade.

Number of Pupils	...	34
" Classes	...	3
" Teachers	...	1

The Narsápura Talook Kanarese School was reported in June as follows. "The town, though a very small one, sends 44 boys to the school, which is the only one in the place. The present number and proficiency of the pupils warrant the appointment of an assistant, so that the junior classes may not be neglected, now that the more advanced pupils demand a larger portion of the Head Master's time and attention." The school-master has conducted himself entirely to my satisfaction. I trust my application for an assistant will eventually be granted.

Number of Pupils	...	40
" Classes	...	*1
" Teachers	...	2
* With sub-divisions.		3

The Srínivåspura Talook Kanarese and Telugu School has been culpably neglected by the master, who has been removed to an inferior post.

Number of Pupils	...	25
" Classes	...	1
" Teachers	...	1

The Sidlaghatta Talook Kanarese School. The position of this school is very unfortunate as represented in the following extract from my last report. "As represented in a previous report the very meagre attendance at this school may be attributed principally, if not solely, to the inconvenient position of the school-house. The existence in the town of a small Sanskrit school, two private Kanarese schools, and a Hindustani Madrasa, sufficiently indicate a demand for vernacular instruction. A particular interest in the Government school was apparent from the presence of between 130 and 140 spectators during the examination. More than one request for the establishment of a Girls' School, helped to strengthen the opinion I formed that the removal of the Government school to a suitable place within the town would be attended by the most favorable results. I am satisfied that the school-master has worked well, but he appears much disheartened at the difficulties to be contended with, many of which might be remedied by removing the school from its present situation. I find the school-house has been surrounded by a mud wall, the coping of which has all disappeared, and during the rains it is more than probable that

Digitized by Google

extensive portions of the wall will fall. The work must have been very badly performed. The school-house itself betrays defective building. The walls are being honey-combed by white ants, which infest all parts of the building to such an extent that the master represents his time as being nearly equally divided between boys and white ants. I beg to suggest that the Chief Commissioner be requested to sanction the school-house being made a Travellers' Bungalow as it is manifestly hopeless to expect any educational success, unless the building be given up by this Department and a more suitable place secured. Should the step be sanctioned, a house may at once be procured in the town at moderate rent. Near the talook cutcherry is an extensive piece of ground, the property of Government, part of which might be retained for the Educational Department as a site for a new school-house.

MYSORE DISTRICT.

The Mysore Rája's Kanarese School is well attended and steadily conducted. The Head Master being a good Kanarese scholar can superintend the Kanarese studies of the University classes attached to the Anglo-vernacular School.

Number of Pupils ... 75
" Classes ... 2
" Teachers ... 2

The Nanjanagúdu Talook Kanarese School has benefitted by the change of masters that occurred during the year, and may be expected to show further improvement.

Number of Pupils ... 42
" Classes ... 2
" Teachers ... 1

The Maddúru Talook Kanarese School has made rather indifferent progress, but has met with several unavoidable interruptions during the year, which are not likely to occur again.

Number of Pupils ... 28
" Classes ... 1
" Teachers ... 1

The Mandya Talook Kanarese School is in the hands of an intelligent teacher, and is making good progress. The Amildar has shewn an active interest in the school that has produced good effect.

Number of Pupils ... 42
" Classes ... 2
" Teachers ... 1

The Narasipura Talook Kanarese School was reported in January last as follows. "The present number of 26 boys may be considered good for so small a town, and it affords me much pleasure to

Number of Pupils ... 22
" Classes ... 2
" Teachers ... 1

Digitized by Google

report that the progress has been satisfactory. As shewn in the enclosed tabular statement, the boys of the third class have gone through the appointed course with sufficient care to warrant their promotion to the second grade. Grammar was the only subject to which I had occasion to remark upon at all unfavorably."

Number of Pupils	...	21
" Classes	...	2
" Teachers	...	1

The Sargúru Talook Kanarese School was opened during the current year, and has not been inspected by me. Its condition numerically was unsatisfactory, but has subsequently improved. In the opinion of the Assistant Superintendent who visited the school the master was not to blame.

Amount of Govt. grant per mensen ... / Income from other sources	Included in the amount entered against the Anglo-vernacular School.
Rate of schooling fee	1 Anna, nominal.
Number of Pupils ...	68
" Classes ...	3
" Teachers ...	2

The St. Joseph's Catholic Tamil School Mysore, is an elementary vernacular school, intended chiefly for the children of the Catholic Tamil speaking population of Mysore. At the examination held by the Sub-Deputy Inspector, 8 boys were able to read well. The alphabet class comprised 40 boys.

Number of Pupils	...	8
" Classes	...	1
" Teachers	...	1

The Yedaṭoré Talook Kanarese School has suffered from a frequent change of masters.

Number of Pupils	...	36
" Classes	...	1
" Teachers	...	1

The Chámarájanagara Talook Kanarese School is a newly established school that has not yet been inspected.

Number of Pupils	...	
" Classes	...	1
" Teachers	...	1

The Gundlupéṭé Talook Kanarese School has only been two months in operation.

HASSAN DISTRICT.

Number of Pupils	...	50
" Classes	...	2
" Teachers	...	1

The Arakalagúdu Talook Kanarese School received a very serious check, as will appear from the following statement taken from my report on an inspection made in December. "The monthly reports

Digitized by Google

received from this school during the early part of the year shewed a gradual diminution in the numbers, until in the month of July last the attendance ceased altogether, and after a further trial of nearly a month it seemed improbable that any boys could be collected. The school was therefore closed, and the master removed. It is worthy of remark that the withdrawal of the master and the closing of the school elicited no application on the subject from the people of the place. This silence I interpreted as indifference. I have since ascertained that the failure of the school was due in a great measure to the idleness of the master. It is a very significant fact that under the new teacher there has been an attendance of between 40 and 50 boys, whilst the school to which the former teacher was removed began to decline from the date of his taking charge." It is rapidly regaining lost ground.

The Narasipura Talook Kanarese School is thus reported on in December. "Its numbers at one time reached between 70 and 80, and in proficiency it ranked amongst the first schools. The Kanarese master who then had charge subsequently resigned his situation. For a few months the assistant master discharged double duty, and it is due to him to state that he worked zealously and with creditable success. In the month of August the Kanarese master at Arakalagúdu, after completely extinguishing the school at that town, was removed as a temporary arrangement to fill the vacancy at Hoḷé Narasipura, and his proceedings in his present appointment threaten to lead to the same disastrous results achieved at Arakalagúdu. The assistant Kanarese master's classes were irregularly thinned of the most promising boys to supply the constantly recurring vacancies in the upper classes caused by boys leaving in disgust." The school is now in good hands and is improving slowly.

Number of	Pupils ...	34
"	Classes ...	2
"	Teachers ...	2

The Belúru Talook Kanarese School also examined in December was reported by me as follows. "Of the 35 boys whose names are on the register all presented themselves for examination. The improvement in this school which set in last year has continued, and it affords me much pleasure to state that the mode of

Number of	Pupils ...	32
"	Classes ...	2
"	Teachers ...	2

K

Digitized by Google

teaching and its results as apparent in the proficiency of each class is very gratifying. The general progress of the school is due in a great measure to the exertions of the assistant master Gundappa, whom I have prominently mentioned in previous reports.

Number of Pupils	...	22
„ Classes	...	2
„ Teachers	...	1

The Sakaléspura Talook Kanarese School was closed when I visited the town on my tour through Manjarábád. It was asserted, and with truth, that since Srínivásaiengar, now Sub-Deputy Inspector of Hóbḷi Schools in the Mysore District, was removed from Sakaléspura, the school has never been in a satisfactory condition. Almost any master in the Department would regard an appointment to this place as a species of banishment, and I have reason to believe that the recent transfer affecting this school is regarded by the late master as a fortunate escape, and by his successor as a misfortune. I would therefore suggest that the salary attached to this school be raised from Rs. 15 to 20, in consideration of the additional expense and discomfort involved in a residence here. The importance of the school will be considerably augmented on the completion of the bridge across the Hémávati, which river cuts off one or two populous villages that will furnish many additional pupils. I may add that the service of the master now ordered to this place from Kadoor would warrant the proposed addition to his pay. One of the visitors remarked after the examination that no sooner did a master arrive at Sakaléspura than he sat down to write a petition for his removal. I hope the present master's case will meet with due attention.

Number of Pupils	...	34
„ Classes	...	2
„ Teachers	...	1

The Attikuppa Talook Kanarese School was opened in the month of August last. The progress made is creditable.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers		1

The Nágamangala Talook Kanarese School since its commencement has had the advantage of a proficient hardworking teacher; but the place is small and not very thriving.

The Catholic Kanarese School, Sethaḷḷi. In consequence of my examination being held during the rági harvest, the absentees amounted

Digitized by Google

Amount of Govt. grant per mensem Rs. 15
Income from other sources consists of contributions in grain, &c., estimated at about Rs. 50 or 60 per mensem ...
Rate of schooling fee 1 to 3 annas ...
Number of Pupils ... 53
„ Classes ... 4
„ Teachers ... 2

to about one-third of the number noted in the margin, but the average daily attendance is said to be very good. The school may be classed as a good village school, but where the course of secular instruction differs from that pursued in Government hóbḷi schools, the difference is no improvement on the latter. Whilst most of the boys could read and write very creditably, they adopted clumsy Hindu methods of working out sums and generally betrayed defective teaching on this subject. A good Kanarese prose reading book, such as the Kathá Saptati or Kathá Sangraha, should be introduced, and if poetry be read, something rather simpler than the Slókagaḷa-sangraha might be found, that would be equally popular and more useful. I would also suggest that a Kanarese map of the world and one of India be supplied, and some outlines of geography be explained. An excellent geography printed at the Catholic Mission press is in use, but had not received much attention. Both the masters employed struck me as intelligent men and with little training would make good teachers.

Amount of Govt. grant per mensem Rs. 10
Income from other sources
Rate of schooling fee, none
Number of Pupils ... 21
„ Classes ... 3
„ Teachers ... 1

The Singápura aided Kanarese School established by Captain Fitz Gibbon for the benefit of the children of plantation coolies and laboring classes in that neighbourhood is about equal to an average hóbḷi school.

HOBLI SCHOOLS.

The examination of these schools is performed by Sub-Deputy Inspectors, of whom one has charge of each district, and is expected to examine every school not less than three times during the year. I also make a point of seeing as many as possible myself in different parts of the country. In addition to frequent inspection of the schools the masters of each district (except Hassan) have been assembled for examination. I attach great importance to this step, and am persuaded that its adoption has been productive of great benefit. Its necessity was foreseen by Mr. Rice, who, whilst officiating Director, remarks in his Annual Report with reference to the newly trained hóbḷi school-masters, "By means of constant supervision and by requiring them periodically to

Digitized by Google

submit to examination, it is hoped that the substance of their recent studies will be retained in the memory, and that their practice will be regulated by the principles they have been taught." The hóbḷi schoolmasters shew by their promptitude in falling in with this measure, their appreciation of the opportunity afforded them of making representations regarding their work, and of course their pay. A topic of general interest is often after previous discussion publicly brought forward by a deputed spokesman. I may refer to two subjects of unanimous protest; i, the appellation pantóji, and ii, the promotion of deserving masters by transfer to the position of assistants in talook schools. The substitution of the English term school-master for pantóji appears to afford entire satisfaction. The expediency of a slight increase to the pay of deserving teachers, and the appointment of paid monitors or assistants for large schools, was submitted for your consideration and will, I trust, be approved. The present scheme of promotion involves removal to a distance, which is opposed to the original conditions of engagement, *viz.*, that the masters should be appointed to, or as near as possible, the hóbḷis in which their own schools were conducted. Before proceeding with a statement of the working of these hóbḷi schools, I may remark that the Sub-Deputy Inspectors have generally afforded me much satisfaction. The results in the Hassan District are not quite up to my expectations, but difficulties exist there, which are not met with in any other part of the Circle.

Bangalore District.

The muster of masters belonging to this district took place in the month of February at the Government High School, Bangalore. The training received by some previous to their appointment had been very brief, and the difference between these and the other examinees was so marked that I detained 15 of the most deficient, and directed them to attend the Normal School, where Mr. Clapham gave them his special attention daily for a week. At the expiration of that time they were examined again in giving experimental lessons, and were allowed to return to their schools. The Sub-Deputy Inspector Dakshiṇámúrti Shástri is quite new to his work ; but he has been indefatigable in making himself thoroughly acquainted with his district, and deserves commendation.

The following table exhibits the locality, number, and classification of the hóbḷi schools established in the Bangalore District.

Digitized by Google

Number.	Talook.	Locality of School.	Number of Pupils in each Class. 1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total Number of Pupils.	
1		Hindiganáḷu	...	...	...	...	42	42	
2		Hullúru	...	...	...	5	5	10	
3		Vágattá	...	...	9	7	13	29	
4	Hosakóṭé ...	Kádgódi	...	...	...	5	21	26	
5		Bidarahaḷḷi	...	...	4	9	9	22	
6		Lakkondahaḷḷi	...	...	...	...	20	20	
7		Súlibalé	...	...	6	12	12	30	
8		Jangamakóṭé	...	...	4	11	20	35	
9		Kyálnúru	...	...	6	6	18	30	
10	Dévanahaḷḷi ...	Milúru	...	...	...	7	21	28	
11		Channaráyapaṭṇa	...	...	...	4	11	15	
12		Búdigere	...	...	7	22	42	71	
13		Kundáṇa	...	...	...	4	12	16	
14		Rájaghaṭṭa	...	...	1	14	5	20	
15		Túbagere	...	...	1	3	14	18	
16		Haṇabé	...	...	...	...	5	5	May have to be closed.
17	Dodda Baḷḷápura ...	Chikka Belavangala	...	...	14	...	12	26	Removed to Hejjáji.
18		Márasandra	...	...	...	...	31	31	
19		Honnavára*							* Recently established.
20		Doddabalé	...	...	...	8	29	37	
21		Billanakóṭé	...	...	...	7	17	24	
22	Nelamangala .	Bégúru	...	...	..	8	23	31	
23		Manthâḷá	...	...	9	7	14	30	
24		Hesaraghaṭṭa	...	...	...	5	18	23	
25		Bévúru	...	...	...	6	20	26	
26	Sarjapura ...	Ganjám							† Recently established.
27		Mugaḷúru †							
28	Anekallu ...	Attibalé	...	..	14	9	18	41	
29		Dommasandra ‡							‡ Removed to Jigani
30	Bangalore ...	Agara	...	...	8	3	17	28	
31		Hebbáḷa	...	...	...	7	12	19	
32		Báṇávára	...	...	...	7	15	22	
33	Yelahanka ...	Bettadahalasúru	...	...	4	8	20	32	
34		Krishnarájapura	...	...	1	3	11	15	
35	Mágadi ...	Kudúru	...	...	...	12	32	44	
36	Clósepéṭé ...	Jálavangala	...	2	3	10	13	28	
37	Kengéri ...	Kengéri	...	...	6	8	37	51	
38		Távarékere	...	...	...	12	8	20	
39	Channapaṭṇa	Mylanáyakanahaḷḷi§							$ Recently established.

Digitized by Google

Hindiganáḷu School is a good specimen of a village school. It is well attended, and almost all the boys are cultivators.

Vágattá School is also well attended by laborers' children and oil-pressers. The teacher manages his school very well.

Sakkundahaḷḷi School, master also shews ability. His school is attended by brahmans, lingáyets and goldsmiths, but no ryots. A thatched house has been provided for the school-room. All the schools of this talook (Hosakóṭé) are thriving.

Jangamakóṭé School is conducted for the present in a house, formerly the talook cutcherry, now the property of Jódi Grámasta Bhíma Rao. Most of the pupils are brahmans, but there are also the children of cultivators, fishermen, and weavers. The school-master works the school moderately well.

Kyálnúru School has amongst its pupils brahmans, komatís and others, but no cultivators. An old house has been repaired by the people for a school-house.

Búdigere School includes almost all castes, amongst whom there are 20 ryots. Although a very popular school, as testified by the attendance (71), the accommodation is inferior. As a temporary arrangement the Bábbaiyana chávadi of the town is occupied. Some merchants and others seem disposed to contribute towards a new building, but want a responsible person to collect the money and undertake the supervision of the work. The school-master is a good teacher. The *Kundáṇa School* is very poor.

Rájagaṭṭa School is held in Chenna Késhava Dévasthána, which has the disadvantage of not being open to Europeans. The Sub-Deputy Inspector reports that the people only want a site to commence building, that he has addressed the Amildar two or three times without receiving any answer. From what I have observed in this talook the last two or three years, I have no hesitation in saying that the Amildar is very indifferent to any educational movement. But it must also be allowed that the school-master has not given entire satisfaction.

Márasandra School, attended principally by the children of ryots,

Digitized by Google

is indebted to the Shánbhóg for a house. It is, however, rather too small. The school established at Chikka Belavangala was very poorly attended; but on its recent removal to the adjoining village of Hejjáji, an improvement has taken place.

Doddabalé School is conducted in a private house in the brahmans' street that has the disadvantage of being closed to Europeans. The pupils are almost all brahmans.

Bégúru School is held in a rented house, the rent being paid by the people. The pupils include working classes and other castes.

Mantáḷá School is well conducted in a Channaráyana Devasthána; it numbers 3 brahmans; the rest of the pupils are chiefly ryots and lingáyets. The master is one of the best teachers in the district.

Attibalé School is very fairly conducted. A merchant has given up part of his dwelling house situated in the péṭé. Ryots and other castes are fairly represented; one other hóbḷi school has been recently opened in this talook at the village of Dommasandra.

The Agara School-master is possessed of considerable ability as a teacher. He holds school in a Dharmashálé placed at his disposal by Shánbhóg Venkatanárṇappa; the pupils comprise brahmans, weavers, ryots and others.

Kudúru School is the only one in the Mágadi Talook. For the present it is held in a temple, but the people are preparing to build on a site near the talook cutcherry. Ryots and other castes send their children freely, and the condition of the school is creditable to the master.

Jálavangala School-master deserves credit for the proficiency attained by the boys of his school. A house has been hired by the people. This is the only hóbḷi school in the Clósepéṭé Talook.

Kengéri School is in the hands of a very intelligent master, and the progress is good. The Sub-Deputy Inspector reported to me that the former Amildar, Mahomed Ali, was at considerable pains in preparing a subscription list with the view of building a school-house. The money promised amounted to Rs. 360; but the scheme fell to the ground on Mahomed Ali's removal; only one other school exists in this talook and with that I am tolerably well satisfied.

Digitized by Google

Mylanáyakanahaḷḷi School is the only one in this (Channapaṭṇa) talook, and is of very recent establishment.

KOLAR DISTRICT.

The general inspection held at Chikka Baḷḷápura in January was attended by every hóbḷi school-master in the district. The proceedings comprised the usual examination into the educational details of each hóbḷi, and the conduct of classes for model lessons, criticism lessons, &c. These village school-masters previous to their appointment had on the average been four months under instruction, the necessity for supplementing this brief training by further exercises in teaching had been pointed out by me to the Sub-Deputy Inspectors. None of them have been more successful in this particular than the Kolár Sub-Deputy Inspector, Shámáchári. The general improvement made during the year in method was very marked. Notwithstanding the occurrence of frequent blunders in the course of the examinations, the results were, I consider, very satisfactory. The evident anxiety to improve and the ambition, sometimes rather ludicrous, to exhibit recent acquirements, indicated a spirit that should be fostered. The condition of the schools with very few exceptions is gratifying. The failures may generally be traced, either to the jealousy of some leading man or men in the village community, or to misconduct or incapacity on the part of the school-masters. The latter have been promptly dealt with, and I am not aware of any repetition of an offence except in one instance. The other source of failure adverted to is more difficult to deal with, and I may take this opportunity of acknowledging the value of the District Deputy Superintendent's influence and authority.

The following incident related by the Sub-Deputy Inspector exhibits the appreciation of these schools by the villagers. He was accosted by a respectable gowda in the road, who related how his son, a pupil at a hóbḷi school in the place, went on a visit to his friends living at a neighbouring village, where his proficiency in arithmetic, probably exceeded only by that of the Shánbhóg, made him famous, and led to a very advantageous betrothal.

Rival schools of any consequence are rarely met with, but where they do exist they generally belong to one of two classes; i, select schools

Digitized by Google

taught by priests, chiefly lingáyets ; ii, contract (ಗುತ್ತಗೆ) schools. The latter class is the more numerous, and was described by me in last year's report. The number, locality, and status of hóbḷi schools of the Kolár District are exhibited in the following table to which I have appended brief notes on a few schools that seem to call for remark.

Number.	Talook.	Locality of School.	Number of Pupils in each Class. 1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total Number of Pupils.	
1	Bétmangala ...	Búdiguṭṭé	...	...	3	5	6	14	
2		Kamasandra	...	...	...	2	12	14	
3		Uriga	...	...	...	6	5	11	
4		Kyásambaḷḷi	..	...	...	3	8	11	
5		Sundrapáḷya	...	...	1	4	13	18	
6		Táyalúru	...	...	8	6	15	29	
7		Bétmangala	...	...	1	3	5	9	
8		Súlikunṭé	...	...	2	14	9	25	
9	Málúru... ...	Koppa	...	...	6	5	12	23	
10		Tyákallu	...	...	1	3	6	10	
11		Hulidénahaḷḷi	...	...	10	8	1	19	
12		Másti	...	...	1	7	16	24	
13		Kudinúru	...	...	4	8	10	22	
14		Lakkúru	...	4	3	8	9	24	
15		Málúru	...	...	9	10	15	34	
16		Sivárapaṭṇa	...	...	5	6	16	27	
17		Kámadévahaḷḷi... ...	...	...	3	8	3	14	
18	Kolár	Jódichámarahaḷḷi ...	...	...	6	9	6	21	
19		Dévaráyasandra ...	...	6	12	23	10	51	
20		Holúru	...	..	2	1	8	11	
21		Mudavádi	...	...	2	8	6	16	
22		Sugatúru	...	2	3	3	7	15	
23		Vémagallu	...	...	...	2	10	12	
24		Vakkaléri	...	...	8	4	6	18	
25	Muḷabágalu ...	Kottamangala	...	...	2	6	8	16	
26		Uttanúru	...	...	...	8	4	12	
27		Agara	...	...	4	3	4	11	
28		Nangli	...	...	...	...	15	15	* Recently established.
29		Bairakúru *							
30		Mallanáyakanahaḷḷi * ...							
31		Kapalamadya *... ...							

Digitized by Google

Number.	Talook.	Locality of School.	Number of Pupils in each Class. 1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total Number of Pupils.
32		Nágadénahalli	...	...	...	3	5	8
33		Sómayájalapalli ...	...	...	5	5	7	17
34	Srínivásapura.	Yeladúru	...	1	7	7	2	17
35		Dálasanúru	...	...	5	13	5	23
36		Rónúru	...	...	4	5	4	13
37		Nelavanki	...	...	1	3	12	16
38		Adagallu	...	...	2	1	8	11
39		Chuladiganahalli ...	...	...	...	...	20	20
40		Ganjúru	...	...	3	9	11	23
41		Iragampalli	...	...	9	9	7	25
42	Ambájidurga. .	Muragamalé	...	...	...	2	9	11
43		Kurubúru	...	...	...	...	15	15
44		Chandrahalli	...	...	...	2	12	14
45		Kaivára	...	2	8	9	6	25
46		Timmasandra	...	...	4	6	6	16
47		Tékhalli	...	..	9	3	8	20
48		Pápatimmanahalli ...	...	...	6	6	5	17
49	Sidlaghatta ...	Chilakalnerpu	...	...	...	6	8	14
50		Manganahalli	...	...	2	4	6	12
51		Kundalgurké	...	...	3	3	8	14
52		Ganjigunté *						
53		Malamáchanahalli ...						
54		Nandi	...	...	4	5	11	20
55		Avati	...	6	2	9	11	28
56	Chikká Ballápura	Manchanabalé	..	...	6	5	15	26
57		Kótenahalli	...	..	3	3	6	12
58		Perisandra	...	...	8	8	9	25
59		Manchénahalli * ...						
60	Gudibanda ...	Sómanahalli	...	3	4	3	4	14
61		Hampasandra	...	...	8	10	...	18
62		Madikallu *						
63		Dárináyakanapálya * ...						
64		Mittemari	...	..	12	8	12	32
65	Gúmaná-yaka napálya.	Chélúru	...	...	8	4	6	18
66		Chakavalli *						
67		Yelampalli						
68	Góribidanúru......	Hosúru						

* Recently established.

Digitized by Google

Avati School is the best conducted in the Chikka Baḷḷápura Talook. The building was purchased by the people. About 6 adults receive instruction after their day's work is over. Other schools in this talook are doing fairly.

Hampasandra School is principally attended by Súdras. On its establishment a building was commenced by one Mariappa, but his death put a stop to the work; his brothers have expressed their intention of completing it. For the present a stone-built Gangammana gudi is used. Here also an adult class of about half a dozen has been formed. No other school in the Gudibanda talook calls for special remark.

Muragamalé is a town where a good school might be kept up. The people had collected Rs. 100, and commenced building a house estimated to cost Rs. 300. The conduct of the master appears to have had a prejudicial influence.

Kaivára school is the best in the Ambájidurga talook. The master is an intelligent man, liked by the people and well reported by the Sub-Deputy Inspector. The school-house is secured on an annual rental of Rs. 5.

Dalasanúru School makes good progress. A house belonging to Government and hitherto occupied by the Shékdar has been repaired and extended by the villagers.

Nágadónahaḷḷi School is indebted to Reddi Venkata for a new house built at his own expense. The school is attended solely by the children of cultivators. The Sub-Deputy Inspector reports that active opposition was exhibited by the Shánbhóg to the instruction of ryot boys in arithmetic, especially in land measuring; also that by circulating a tale to the effect that Government intended to make the boys turn Christians, many parents were disuaded from sending their children to school.

Mudavádi School is well supported by the people, and well reported by the Sub-Deputy Inspector.

Sagatúru School is not strong in numbers, but is well taught.

Digitized by Google

Fully half the boys come from surrounding villages. A thatched house supplies temporary accommodation.

Dévaráyasandra School is one of the best, but is held in a temple not open to Europeans.

Málúru School is tolerably well attended, but the people take no interest in it, and the results are not satisfactory, though the master understands his work. A school previously established by the London Mission supplies the requirements of the place. The removal of the hóbḷi school to *Kadattúru* has been recommended. As the Málúru people decline to supply a house, there is no reason why the school should not be removed.

Lakkúru School is well worked, but the school accommodation provided by the people is very unsuitable. In reply to representations on the subject, I received the following statement. Many of the towns-people are willing to contribute towards a new school-house, but object that about a year ago they were called upon for contributions levied by the Shékdar and Shánbhóg to meet the expense of transporting all the monkeys of the place, that Rs. 28 were collected and appropriated without any steps being taken for expelling the monkeys, and no one whom they can trust will undertake the responsibility of superintending the collection and disbursement of the money.

Koppa School is fairly attended, and has an adult evening class. The Gowda and Shánbhóg, both ambitious of patronizing the school, are the chief hindrances to its progress, as each disapproves and opposes whatever is suggested or attempted by the other.

Uriga School has fallen very low owing to the interference of the Shánbhóg who is influenced by private pique. He is described as a notoriously violent and abusive character. There is no doubt that he is an influential man in the place, and that his influence has been adverse to the school.

Táyalúru School has uniformly elicited good reports from the Sub-Deputy Inspector. The people pay one rupee a month for the house at present in use. A large proportion of the pupils are of the weaver caste. *Tékallu school-master* is the only one whom I consider it necessary to mention unfavorably.

Digitized by Google

Mysore District.

All the masters except two were present at the inspection held in Mysore, last January. The results were favorable to the Sub-Deputy Inspector who, though rather frequently interrupted by fever, has worked hard. The hóbli masters include amongst their number some very intelligent men.

Number.	Talook.	Locality of School.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
1	Gundlupéṭé ...	Tirakanámbi ...	...	...	5	10	23	38
2		Haradanahaḷḷi ...	...	...	9	5	6	20
3	Naṇjanagúdu .	Kaḷalé	...	2	9	9	17	37
4		Badanaguppé ...	...	...	7	3	8	18
5		Hedatalé	...	...	...	...	7	7
6		Haginaválu	...	...	...	...	4	4
7	Patṇa Ashta-gram. ...	Srírangapaṭṇa ...	...	3	22	11	5	41
8		Ganjám	...	...	9	23	14	46
9		Kyátanahaḷḷi ...	...	...	16	18	8	42
10		Harani	...	...	3	9	11	23
11		Heróde	...	...	...	14	27	41
12		Tirumalaságara ...	...	...	...	4	15	19
13		Arikere	...	...	6	5	7	18
14		Bannúru	...	...	9	4	7	20
15		Kullutani	...	...	...	3	7	10
16	Maṇḍya ...	Sátanúru	...	...	8	6	22	36
17		Mattigere	...	...	6	4	4	14
18		Mudagundúru ...	...	...	5	9	17	31
19		Basavarálu	...	...	3	12	13	28
20		Haḷalu	...	...	2	7	10	19
21	Maddúru ...	Hondalagere ...	...	...	...	4	26	30
22	Mallavaḷḷi ...	Kirgávalu	...	...	...	2	3	5
23	Talakádu ...	Talakádu	...	6	5	7	12	30
24		Múgúru	...	...	4	9	9	22
25	Yaḷandúru ...	Maddúru	...	...	6	10	5	21
26	Chámarájanagara.	Rámasamudra ...	...	...	7	7	4	18
27		Sargúru	...	...	12	14	3	29
28		Bagali	...	...	4	8	11	23
29		Karya	...	...	...	3	5	8
30		Homma	...	...	...	...	12	12

Digitized by Google

Number.	Talook.	Locality of School.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
31	Mysore ...	Paduvarahaḷḷi ...	...	...	...	...	21	21
32		Ilavála ...	...	...	...	11	5	16
33		Hinakallu ...	...	...	4	4	4	12
34		Ságarakaṭṭé ...	...	...	...	5	5	10
35		Sollepura ...	...	...	...	...	28	28
36		Ayivarahaḷḷi ...	...	...	...	...	...	...
37	Heggadadévana kóṭé. ...	Maraḷi ...	...	...	4	2	7	13
38	Periyápaṭṇa ...	Periyápaṭṇa...	...	...	14	23	5	42
39	Yedaṭoré ...	Tippúru ...	...	...	...	...	8	8
40		Bédrahaḷḷi ...	...	4	11	12	14	41
41		Mirlé ...	...	...	13	6	15	34
42		Sáligráma ...	...	3	16	13	11	43
43		Haradanahaḷḷi	...	...	...	...	16	16
44	Mysore Ashtagram. ...	Pálhaḷḷi ...	...	...	...	8	13	21
45		Beḷagoḷa ...	...	...	6	4	1	11

Periyápaṭṇa School has taken the place of two inferior private schools, and is largely attended by various castes.

Srírangapaṭṇa School has a good attendance, and is appreciated by the people.

Kyátanahaḷḷi, a large school conducted in a building provided by Bóré Gowda, gives satisfaction.

Arakere School-master is the least satisfactory in the district, and it may be necessary to dismiss him.

Talakádu School is a large one and well supported by the people.

Rámasamudra School was removed from Chámarájanagara on the opening at that place of a talook school. The master is a very able man, but rather strongly disposed to relapse into the old system of teaching.

Bédrahaḷḷi School is well reported on, and the master seems popular.

Digitized by Google

Sáligráma, Mirlé, and Kaḷalé all deserve honorable mention. The last school had an attendance of 70 boys, but for want of an Assistant the numbers decreased. The town is a large one, and was at one time the head quarters of a talook.

Hassan District.

On proceeding to the rendezvous on the day appointed for meeting the hóbḷi school-masters, I was disappointed to find no one present, and subsequently learned that my notice despatched by anché to the Sub-Deputy Inspector nearly a fortnight previously had, principally through his own fault, not reached him. Other arrangements prevented my returning to this part of the country before the close of the official year, consequently no examination of masters was held. I visited some of the schools, however, as I passed through the district.

Number.	Talook.	Locality of School.	Number of Pupils in each Class. 1st Class...	2nd Class...	3rd Class...	4th Class...	5th Class..	Total Number of Pupils.
1	Arakalagúdu ..	Hanasógé	..	2	8	5	3	18
2		Rudrapaṭṇa	...	5	8	5	7	25
3		Kánanúru	...	...	6	20	12	38
4	Mahá rájana-durga ...	Ponnáthapura ...	...	...	6	4	13	23
5		Gorúru	...	...	...	...	23	23
6	Manjarábád	Uggihaḷḷi	...	...	5	3	1	9
7	Bélúru	Góṇibídu	...	...	4	9	5	18
8		Sanivárapéṭé ...	...	...	3	5	1	9
9		Adagúru	...	...	7	3	4	14
10		Háltoré	...	...	...	5	10	15
11	Hassan	Madihaḷḷi	...	...	4	2	...	6
12		Sáligóma	...	3	7	6	6	22
13		Bavanahaḷḷi	...	...	5	7	9	21
14		Gráma	...	...	10	8	11	29
15	Hoḷé Narasipura.	Hoḷékóṭé	...	4	18	7	9	38
16		Mádápura	...	...	10	8	3	21
17	Nágamangala ...	Chinya	...	...	5	11	10	26
18		Deválápura	...	...	10	11	8	29
19	Attikuppa ...	Santébáchahaḷḷi ...	...	4	10	5	5	24
20		Hosahoḷalu ...	...	...	8	8	14	30
21		Sindhághaṭṭa ...	...	...	...	...	16	16

Digitized by Google

From the foregoing table it is apparent that the Hassan District is sparsely supplied with hóbḷi schools, especially in the Malnád talook of Manjarábád. The scheme might be slightly modified to meet the requirements of the Gowdas, and by securing the co-operation of the European coffee planters the chances of success would be increased.

Uggihaḷḷi School is at present the only one in Manjarábád, and has only nine boys. But the Sub-Deputy Inspector reports that considering the scattered character of the population more boys cannot attend. The people co-operate willingly, and the boys make creditable progress.

Hanasógé has fallen in numbers from 40 to 18. Some story regarding a ghost in connection with the dharmasálé hitherto occupied by the school is alleged to be the cause.

Rudrapaṭṇa School is very indifferently accommodated in a temple, but the proficiency of the boys elicits tolerably favorable reports from the Sub-Deputy Inspector.

Haḷékóṭé was the strongest school in the district, and had an evening class attended by 10 or 12 adults. The owner of the school-house has withdrawn his patronage, and public opinion appears to have turned against the school. The boys have had to vacate in favor of a flock of sheep, and the night school is broken up. The master is exonerated from all blame by the Sub-Deputy Inspector.

Buvanahaḷḷi School on the other hand commenced with only 5 boys, and has steadily increased in proficiency as well as in numbers.

Hosahoḷalu School is well attended by various castes, and is doing well.

Santébáchahaḷḷi is fairly attended, but has relapsed into an ordinary village school.

Góṇibídu is noticed favorably.

Gráma stood high amongst the hóbḷi schools at the commencement of the year, but has fallen off. The Sub-Deputy Inspector

Digitized by Google

was himself a teacher for several years, and always shewed considerable ability. With a little more practice he will become a good Sub-Deputy Inspector.

HINDUSTANI GOVERNMENT AND AIDED BOYS' SCHOOLS.

Out of 22 Persian and Hindustani Schools in this Circle, 2 are purely Government institutions, the remaining 20, receiving grants-in-aid varying from 10 to 50 Rs. a month, are all under Musalmán management. Of the Government Hindustani Schools, the one at Kolár is the best. Of the aided Madrasas in Bangalore, the Madrasa Islamia takes the first place. Good progress has been made by the French Rocks, Huṇasúru and Tyámagondla Madrasas. Government aid has been withdrawn from the Madrasas at Mysore and Chennapaṭṇa that were reported last year as having " long been in an unsatisfactory condition." The grant made to the Hassan Madrasa has been suspended, but I hope successful effort will be made to entitle it to a renewal of Government assistance. Although much remains to be done for the improvement of the Madrasas under Government inspection, I may assert that their present condition is, on the whole, decidedly in advance of that of any previous year. This result may be attributed to the stricter system of supervision that has been introduced. Visits of inspection have been more frequent than hitherto ; statements of progress and attendance and income from fees have been prepared monthly and forwarded to this office. Persistent disregard of rules in force has led to a suspension of grant. It gives me pleasure to add that all my efforts for the improvement of these schools have been actively seconded by the Sub-Deputy Inspector. A want of trained teachers retards further advance, but the establishment of a Hindustani Normal Class in connection with the General Normal School in Bangalore is paving the way for future improvement.

The following condensed details will furnish further particulars.

PERSIAN AND HINDUSTANI SCHOOLS.

Bangalore District.

The Madrasa Islámia, Bangalore. Munshi Husmán Bég, the present Nazim, takes an active interest in the welfare of this school, and the

Digitized by Google

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources ...	„ 61¼
Rate of school fee from ¼ to 4 As.	
Number of Pupils ...	103
„ Classes ...	5
„ Teachers ...	5

Head Master Hakim Mahomed Husén is deservedly respected for his attainments and character. The Sub-Deputy Inspector's reports shew a very decided improvement during the year. The study of Arabic has been commenced by the highest class. In Persian Tuléikha and Anwar é Soheli are the works studied. The Akwan u Sufa is read in Hindustani. History and geography receive attention, but the text books available on these subjects are too elementary. Arithmetical rules have been well taught as far as proportion. The studies of the lower classes exhibit a carefully graduated scale, and the general condition of the school is very creditable.

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources ...	„ 82
Rate of school fee from ¼ to 4 As.	
Number of Pupils ...	100
„ Classes ...	6
„ Teachers...	5

The Madrasa Mahammadia, Bangalore, was reported last year as an Anglo-vernacular School; but from the very insignificant character of its English class the Madrasa may with more propriety be reported on under its present classification. The school has hitherto maintained a good position, but its present condition is not altogether satisfactory; its standard as represented by the attainments of its highest class, rests upon the proficiency of three pupils, who have come forward for examination in nearly the same subjects for several successive examinations. The interval between the studies of the 1st and the2nd class represents at least two or three years' work, and nearly half the boys under tuition have not got beyond the alphabet class. It seems not improbable that this Madrasa will be left behind by younger competitors unless the managers exert themselves.

Amount of Govt. grant per mensem ...	Rs 50
Income from other sources	„ 56
Rate of school fee from ... ¼ to 4 As.	
Number of Pupils ...	120
„ Classes ...	5
„ Teachers ...	5

The Madrasa Kudusi, Bangalore, fell off very much during the absence of the Nazim, who only returned 3 or 4 months ago from a journey to Mecca. His return has been followed by active reform. The present Head Master also during the six months he has held his appointment has effected an improvement, and the spirit of emulation that has sprung up amongst the Bangalore Madrasas will probably prevent any relaxation of effort.

Digitized by Google

The Madrasa Sultani, Bangalore, obtained last year a rather poor report, but though ground for improvement still exists, much has been accomplished during the year. The expenditure of Rs. 200 on the purchase of a new school-house indicates active determination.

Amount of Govt. grant per mensem ...	Rs. 20
Income from other sources ...	„ 26
Rate of school fee from ¼ to 4	As.
Number of Pupils ...	63
„ Classes ...	3
„ Teachers ...	3

The Madrasa Mufid ul Anam, Bangalore, was also in a very indifferent state at the close of last year; but the managers have been induced to appoint a new Head Master, under whom signs of improvement are apparent.

Amount of Govt. grant per mensem	Rs. 20
Income from other sources ...	„ 26
Rate of school fee from ¼ to 4	As.
Number of Pupils ...	46
„ Classes ...	3
„ Teachers ...	3

The Commissariat Madrasa, Bangalore, is an elementary school established for the benefit of camel and cattle drivers' children attached to the Commissariat Department. The standard aimed at is an ability to read and write Hindustani, a little easy Persian, and an acquaintance with the elementary rules of arithmetic. The master works hard, and his success is quite as good as can be expected from the rather irregular attendance of his pupils who are frequently obliged to be absent from the station with their parents.

Amount of Govt. grant per mensem	Rs. 8
Income from other sources	„ 8½
Rate of school fee.	As. 2
Number of Pupils ...	22
„ Classes ...	2
„ Teachers ...	1

Closepété. The Hindustani School at this place is attended by boys whose poverty precludes a continued course of study, but were it not for the aid of Government, they would be left without tuition of any kind. The instruction imparted is about on a par with the Kanarese hóbḷi or village schools.

Amount of Govt. grant per mensem, ...	Rs. 10
Income from other sources	„ 3¼
Rate of school fee from ¼ to 1	As.
Number of Pupils ...	53
„ Classes ...	4
„ Teachers ...	*2

* Of whom one has come to the Bangalore Normal School for instruction.

Dodda Baḷḷápura School at the commencement of the present official year exhibited serious deficiencies. The suspension of the grant induced the Head Master to take steps for a reform. He

Amount of Govt. grant per mensem ...	Rs. 10
Income from other sources	„ 10¾

Digitized by Google

Rate of school fee from ¼ to 1 As.	
Number of Pupils ...	43
„ Classes ...	3
„ Teachers ...	2

attended the Normal School for upwards of five months, and by his assiduity gained the first place in proficiency. The grant has therefore been renewed with prospect of better results.

Tyámagondlu School was established in 1868. The master is one of the very few who have attempted to approximate to the Government graduation of classes. Judged by that standard his highest class is a third. I have had no opportunity of seeing the school since July last, but the monthly reports, which I believe to be carefully prepared, shew considerable progress.

Amount of Govt. grant per mensem, ... Rs.	10
Income from other sources ... ... „	3
Rate of school fee from ¼ to 1 As.	
Number of Pupils ...	47
„ Classes ...	3
„ Teachers ...	2

The Madrasa Mahammadia, Channapaṭṇa, has gradually been going down for two years past, and the withdrawal of the monthly grant of Rs. 20 hitherto allowed by Government has been found necessary.

KOLAR DISTRICT.

Kolár Government Hindustani School, though conducted in a separate building, forms an important branch of the Anglo-vernacular institution at that place. The highest class is a second. In general attainments the boys of this school are in a position to compete with those of any other school in the Province. According to the reports of the Sub-Deputy Inspector, the Madrasa Sultani, Bangalore, takes the lead in Arabic; the Madrasa Mahammadia, Bangalore, in Persian, and the Government School, Kolár, in all other subjects. The condition of the lower classes also will bear careful inspection.

Number of Pupils ...	81
„ Classes ...	4
„ Teachers..	

Echinpalli.—For the last four months the teacher has had permission to attend the Bangalore Hindustani Normal School with the intention of qualifying himself for the Teacher's Certificate Examination; during his absence the school has naturally suffered. The standard is that of a good village school, and has hitherto been well reported on by the Sub-Deputy Inspector.

Amount of Govt. grant per mensem, ... Rs.	10
Income from other sources ... „	10-13-0
Rate of school fee from ¼ to 1 As	
Number of Pupils ...	23
„ Classes ...	3
„ Teachers...	2

Digitized by Google

Amount of Govt. grant per mensem, ... Rs. 10
Income from other sources ... „ 11—7
Rate of school fee from ¼ to 1 As.
Number of Pupils ... 21
„ Classes ... 2
„ Teachers ... 1

Ránúr School is only a few miles distant from Etchinpalli, and a spirit of emulation exists between the two Madrasas. The absence of the Etchinpalli master whose school generally takes the lead has allowed Ránúr to obtain the first place. The monthly reports and the Sub-Deputy Inspector's inspection report indicate very creditable progress.

Amount of Govt. grant per mensem, Rs. ... 10
Income from other sources ... 10—3
Rate of school fee from ¼ to 1 As.
Number of Pupils ... 22
„ Classes ... 3
„ Teachers ... 2

Chintámaṇi School when examined in June produced only 4 boys that could read intelligently. The withdrawal of the grant led to the same results reported in connection with Dodda Baḷḷápura Hindustani School.

Amount of Govt. grant per mensem, Rs. .. 20
Income from other sources 26
Rate of school fee from ¼ to 2 As.
Number of Pupils ... 44
„ Classes ... 3
„ Teachers ... 2

Madrasa Ahmadia, Sríniváspura, has the advantage of a very able Head Master. But through some misunderstanding of a private nature between the Nazim and the Head Master, the school was reduced so ruinously low that a suspension of the grant became unavoidable. Even this measure failed for some time to restore order. After an interval however of 7 months the school had so far regained its former footingas to admit of a renewal of Government assistance and is now in active operation. Its former position was at the head of the aided Hindustani Schools of the Kolár District, and it is rapidly regaining its old place.

Mysore District.

The Madrasa é Bowring, Mysore, enjoyed a monthly grant of 50 Rs ; but its condition sunk so low and the efforts made by the Educational Officers and others for its amendment were so persistently ignored, that the grant has been suspended. In other hands, however, I am persuaded that a very superior school, both in numbers and attainments, might, and probably will, take its place.

Digitized by Google

His Highness the Rája's Hindustani School, Mysore, is attached to the Government Anglo-vernacular institution still called the Rája's School. The teacher, an old dependant of His Highness the late Rája, expects shortly to obtain a pension, when new arrangements will be made for the educational wants of the Musalmán population of the town of Mysore.

Number of Pupils ...	12
„ Classes. ...	2
„ Teachers...	1

The Madrasa Sultani, Huṇasúru, though not equal to the better class of Madrasas in Bangalore, stands well amongst the Hindustani Schools of the Province. The highest class read simple Persian poetry, the outlines of geography, and understand the simple rules of arithmetic. There is in connection with this school a distinct branch for girls, of whom there are 9 taught by the school-master's mother.

Amount of Govt. grant per mensem, Rs. ...	10
Income from other sources	10½
Rate of school fee	from ¼ to 2 As.
Number of Pupils ...	34
„ Classes ...	4
„ Teachers ...	2

The Madrasa Mahammadia, French Rocks, is in a position to compete with some schools of much higher pretensions, and may be considered the best in the Mysore District. The highest class read Bostan, Gulistan and study the Chahar Gulzar history and geography receive as much attention as is usual in Hindustani schools, and arithmetical rules are understood as far as compound division. The Head Master is a hard working teacher of very good attainments.

Amount of Govt. grant per mensem, Rs. ...	10
Income from other sources	10¾
Rate of school fee	from ¼ to 1 As.
Number of Pupils ...	36
„ Classes ...	4
„ Teachers ...	2

Hassan District.

The Hassan ul Madrasa, Hassan, enjoyed a grant of Rs. 20 a month, which has been withdrawn on account of the very unsatisfactory condition of the school, owing to the continued absence of the Nazim and consequent neglect of the Head Master. This is much to be regretted as the school until recently had a good reputation.

Digitized by Google

GRANT-IN-AID SANSKRIT SCHOOLS.

The aided Sanskrit Schools depend almost entirely on Government grants for their support. Various circumstances have combined to obtain this relaxation of the grant-in-aid rules in their favor, and the number and total cost of such institutions is comparatively very trifling.

These Vidyáshálés are usually conducted in some covered enclosure attached to a temple, by teachers whose office is often hereditary, but is rarely retained by inferior scholars. No fixed fee is levied, but frequent offerings of grain, betel, cloths, &c., are made according to the ability of the student, and particularly during the feasts of Maharnavami, Dípávaḷi and similar festivals.

The majority of the pupils are, like the teachers, Vydíka brahmans. The weak point in almost all these schools is the tendency to sacrifice general instruction including the study of the vernaculars to Sanskrit. The attempts hitherto made to correct this evil have met with very partial success.

Of the schools receiving aid, the one at Chikka Baḷḷápura is the most numerously attended and the best conducted; but the attainments of the highest class may be challenged by a few of the Mélkóṭé senior students.

Amount of Govt. grant per mensem ... Rs.	40
* Income from other sources ...	11—10—8
Rate of school fee ...	1 As.
Number of Pupils	67
" Classes ...	4
" Teachers	4

* Very uncertain.

Sanskrit and Kanarese Aided School, *Mélkóté*, was reported last year to be declining; and I regret to state that this tendency has received no check. The senior teacher Narasimháchár is a very good Sanskrit scholar, and has been in the habit of giving instruction in that language for many years, but he has only ten pupils in his Sanskrit branch. The other fifty belong to the Kanarese school which is left almost entirely to the care of a young teacher on a salary of 3 Rs. a month. Of these boys, twelve read the Kanarese Second Book, and are able to add and subtract. They also commit to memory portions of a Sanskrit vocabulary entitled the Bháshá Manjari. Of the remaining 38 little boys, only a few can read. A few of these are in advance of this standard, but cannot be classified. The Sub-Deputy Inspector reports that many parents naturally dissatisfied with the existing mode of tuition have requested the esablish-

Digitized by Google

ment of a hóbḷi school in the town. Steps have been taken for the improvement of this school which may confidently be expected to prove successful. There are upwards of 150 boys and young men in the town of an age to attend school, and as they belong to a class of society that appreciates instruction, the failure of a Sanskrit and Kanarese School can only be the result of mismanagement.

The Aided Sanskrit Vidyásháĺé at Chintámaṇi, since last year's report was published, has suffered a serious loss in the death of Umápatishástri. The surviving brother Rámáshástri, is now assisted in his duties by his eldest son, a talanted young man. The number of students seldom exceeds 25; but they have almost all given sufficient attention to Sanskrit to enable them to study the more advanced works, such as Méghasandésham and Nyshadham. The mode of teaching adopted in this school is very efficient.

Amount of Govt. grant per mensem	Rs. 10
* Income from other sources ...	„ 12
Rate of school fee	
Number of Pupils ...	20
„ Classes ...	4
„ Teachers	2

* Very uncertain.

The vernacular of the district is Telugu, but the necessity for a Telugu or Kanarese branch is obviated by the existence in the town of a well attended Telugu and Kanarese Talook School.

The Aided Sanskrit School, Chikka Baḷḷápura, has been in the receipt of a Government grant for the last 6 months. It is conducted in a very spirited manner, and exhibits more systematic arrangements than I have observed in any school of this class. The attainments of the more advanced students are equal to those of any similar institution in the Province. The existence in the town of a flourishing Anglo-vernacular Talook School renders unnecessary the formation of classes for the tuition of Kanarese.

Amount of Govt. grant per mensem	Rs. 15
* Income from other sources ...	„ 13
Rate of school fee	1 As.
Number of Pupils ...	51
„ Classes ...	4
„ Teachers ...	3

* Very uncertain.

The Aided Sanskrit School, Seringapatam, has been about 6 months in the receipt of Government aid. On the only two occasions that I have visited Seringapatam the school was closed on account of some local feast. The school moreover is conducted in the dwelling house of a brahman and is consequently not open to the inspection visits of a European, an arrangement

Amount of Govt. grant per mensem	Rs. 20
Income from other sources	„ 39
Rate of school fee	1 As.
Number of Pupils ...	37
Classes ...	3
„ Teachers ...	3

Very uncertain.

Digitized by Google

which cannot be allowed without causing inconvenience. The Sub-Deputy Inspector who recently examined the students reports favorably on the school which, he says, is highly appreciated by the brahman population.

ENGLISH GIRLS' SCHOOLS.

The Bishop Cotton's Girls' School, Bangalore, was examined by me in December last, and reported on as follows. "The general proficiency of the first class was satisfactory. I would recommend, however, the substitution of a less difficult text book of poetry than Milton's Paradise Lost, and a little more attention to composition. The replies elicited during the examination in history were very intelligent, and the knowledge of arithmetic was generally good, on the part of one girl very good ; of the remaining classes I was most pleased with the third, though the others did fairly. At the time of my inspection there were 9 boarders."

Amount of Govt. grant per mensem.	Included in the amount put down against the Boys' School.
Income from other sources.	Included in the amount put down against the Boys' School.
Rate of schooling fee,	Rs. 3, 4, & 6
Number of Pupils ...	37
" Classes ...	3
" Teachers ...	3

The Wesleyan Mission English Girls' School, Bangalore, is under the efficient superintendence of a lady from England sent out for the purpose. The numbers have increased since last year by upwards of one fourth, and the general condition of all the classes is commendable. The standard of the highest class approximates to that of a second class in a Government School, except in mathematics. The graduation of the lessons for the lower classes is well arranged. In the upper school the text book on arithmetic might be advantageously changed for one that contains a greater variety of examples, as some of the girls are not very ready in applying their knowledge of arithmetical rules to the working out of miscellaneous problems.

Amount of Govt. grant per mensem, Rs.	80
Income from other sources Rs.	146—10—0
Rate of schooling fee from Rs.	2½ to 4
Number of Pupils ...	50
" Classes ...	6
" Teachers ...	3

The St. John's Girl School, Bangalore, is a Protestant Day School intended chiefly for the children of pensioners and other East Indian

N

Digitized by Google

Amount of Govt. grant per mensem, Rs. 50
Income from other sources „ 21 1 2
Rate of schooling fee from 2 As to 1 Rs.
Number of Pupils
„ Classes
„ Teachers
Assisted by 3 pupil teachers.

or European residents in the neighbourhood of St. John's Hill. The attendance of many of the senior girls for periods varying from 6 to 9 years, indicates the demand for education in this quarter of Bangalore. The supply of books struck me as rather defective, and the course of lessons might be improved. The pupil teachers employed for the junior classes are scarcely equal to their work, but only require training as they are by no means deficient in natural ability

Amount of Govt. grant per mensem, Rs. 16 10 8
Income from other sources „ 21 1 2
Rate of schooling fee from 2 to 8 As.
Number of Pupils } boys / girls 74
„ Classes 3
„ Teachers 2

The St. John's Infant School, Bangalore, is a branch of the St. John's Boys' and Girls' Schools. Each school occupies a separate block of building. I was extremely pleased with the condition of the Infant branch, which is conducted in a very spirited manner, somewhat on the Glasgow system. The children were of all ages between four and eight. The oral lessons include much useful information of an elementary kind adapted to the comprehension of young children. When able to read, to form letters on a slate, and to perform simple arithmetical operations, the little pupils are drafted into the girls' or boys' school. At this stage the advantage gained by the elementary training of the Infant School is very apt to be neutralized if the teachers be inexperienced.

Amount of Govt. grant per mensem ... Rs. 100
Income from other sources ... ... „ 50
Rate of schooling fee } i, Rs. 5 / ii, free.
Number of Pupils i, 15 / ii, 55 } 70
„ Classes ... 4
„ Teachers ... 3

The Convent English Schools, Bangalore, under the charge of 3 Sisters of the Order of the Good Shepherd, consists of two distinct branches; i the first school attended by 15 girls who pay fees, ii the second school comprising 55 girls, about one half of whom are either Military orphans supported by the Madras Government, or the children of East Indians too poor to afford any fee. These two branches form the English institution. The number of day scholars and boarders is about equal. The attainments of the girls in the first school are nearly on a par with the English studies laid down for the fifth class of a Government school. I found the condition of this branch very much below my expectations. The proficiency

Digitized by Google

of the high 1st class of the second school differed very slightly from that of the class previously noted.

ANGLO-VERNACULAR GIRLS' SCHOOLS.

Amount of Govt. grant per mensem ... Rs. 50
Income from other sources ... „ 287 5 3
Rate of schooling fee, none.
Number of Inmates ... 34
„ Classes ... Eng. 4, Kan. 4 } 8
„ Teachers ... 4 and 1 Matron.

The London Mission Boarding School, Bangalore. Almost all the pupils are Tamil speaking girls. The studies of the highest class are similar to those laid down for the fifth class of an Anglo-vernacular Government boys' school. This institution has always received special commendation for the completeness of its internal arrangements, and the care bestowed on every branch of tuition in and out of school.

Amount of Govt. grant per mensem Rs. 50
Income from other sources „ 46—3—2
Rate of schooling fee, none.
Number of Inmates ... 37
„ Classes ... 5
„ Teachers ... 2 and 1 Matron.

The Wesleyan Mission Orphan Boarding School, Bangalore, is similar in its character to the one just noted. I am informed that the girls brought up in these Mission Boarding Schools are much sought after by native Christian parents as wives for their sons.

KANARESE AND TELUGU GIRLS' SCHOOLS.

Amount of Govt. grant per mensem Rs. 90
Income from other sources 425—13—2
Rate of schooling fee, from As. ¼ to 1 ...
Number of Pupils ... 600
„ Classes ... 33
„ Teachers ... 18

The London Mission Day Schools, Bangalore, comprise four branch establishments in different parts of the Pétṭé and one in the village of Yellégowdanapálya. The marginal statement gives the aggregate number of girls under instruction. Of the two ladies who have hitherto superintended these schools, only one is now in charge, but no curtailment of operations is contemplated. The condition of these schools has always received deservedly commendatory notice.

Amount of Govt. grant per mensem Rs. 20
Income from other sources ... 56—8—0
Rate of schooling fee, none.
Number of Pupils ... 141
„ Classes ... 5
„ Teachers ... 5
Sewing Mistress ... 1

The Wesleyan Mission Day School, Bangalore, was inspected in November last and reported on as follows. "The condition of this school continues very satisfactory, and bears unmistakeable testimony to the efficiency of its management. The numbers have steadily increased during the last 3 years, and now stand at 141.

Digitized by Google

A very large majority of the girls belong to the weaver caste, the remainder are drawn from the families of various other artisans, and include a few from the merchant classes. In this respect a marked difference is apparent between aided girl schools under the management of missionary societies and those conducted by Government. The former are more numerously attended, whilst the latter reach the higher classes of Hindu society. Aided female shools under native management as at Shimoga and Bangalore, though nominally open to all castes, are found to become rather exclusive in favor of the caste or castes to which their managers may belong."

The Wesleyan Mission Day Schools, Mysore, are two in number situated respectively in the Sríràmpèṭé and the Mandipéṭé. "The Sríràmpéṭé School is the older and is considered the better of the two. It numbers 50 girls. Seven girls were pointed out who had been from 2 to 5 years under tuition. These were able to read fairly, 4 of them could read fluently any ordinary Kanarese. The book placed in the hands of class i, was "Line upon Line' a resumé of Scripture history adapted to children. Questions on the history of Joseph and other parts were answered with a readiness and intelligence not to be exceeded in any Hindu girls' school. They possessed a knowledge of the general outlines of geography, and were tolerably well up in the multiplication table. Class ii, comprised half a dozen little girls that could read from the Kanarese first book ; the rest wrote on sand. The Mandipéṭé School contains 56 girls, of whom 9 can read, and can write a little ; 8 others read the first book, and the remainder form letters on sand. This school is under the charge of two masters and bids fair to rival the older branch. The lady who superintends these schools understands Kanarese well, and has had considerable experience in the management of vernacular schools of this class."

Amount of Govt. grant per mensem Rs.	20
Income from other sources ... „	36
Rate of schooling fee,	none.
Number of Pupils ...	110
„ Classes ...	6
„ Teachers ...	4

The Government Kanarese Day School, Bangalore, has now been in operation nearly 2 years. The following remarks are taken from my inspection report of January last. "I was gratified with the intelligent appearance of the girls pre-

Number of Pupils ...	40
„ Classes ...	2
„ Teachers...	1

Digitized by Google

sent, who evidently belong to a higher social position than the pupils of any other Hindu girl school that comes under my inspection. The Shimoga aided school belonging to Circle II resembles it in this respect, but is less numerously attended. The timidity and embarrassment naturally betrayed at first had, in consequence of occasional visits, given way to an exuberance of spirits requiring a little more control. The task imposed on the Head Master is made rather heavy by the want of an assistant, as has been shewn in previous communications." Sanction has since been obtained for the appointment of an assistant. The attainments of the girls may be learned from a further extract from the same report. "Most of the girls of the highest class are able to read fluently from any part of the Kathá Sangraha, but they have been allowed to go through a very interesting part of that popular book without any appreciation of the choicest stories. A lesson which might with a little tact have been made both instructive and amusing, has been treated, I was sorry to see, as an insipid reading lesson. The arithmetical knowledge of the girls is not quite equal to that common amongst brahman boys of the same age. They understood the operations of the four simple rules, but had no idea of applying them to the simplest problem. A very few lessons would be sufficient to correct this want. The writing to dictation was very creditable. The condition of the lower classes was as good as could be expected under the circumstances." The school-master is a brahman of the shrívaishnava sect, well connected, and of good attainments, but unfortunately imbued with the idea that the work assigned him does not afford full scope for his ability. Of the Kanarese girls' schools established by Government, this is the best.

Number of Pupils	..	35
" Classes	...	1
" Teachers	...	1

The Chintámaṇi Telugu Government Girls' School was inspected by me in June last. The following extract from my inspection report represents the condition of the school at the time. "It affords me much satisfaction to state that the proficiency of the girls and the general condition of the school fully come up to the expectations I had formed. I found twelve girls able to read fairly from the Telugu second book, and eight of them wrote down easy sentences to dictation very creditably. The multiplication table was familiar as far as twelve times twelve, but not readily applied to exer-

Digitized by Google

cises in mental calculations. Two girls had committed to memory twenty-five slókas from the Amara Kósha and repeated several readily; the meaning had not been taught. Six other little girls read the first book, and the rest wrote letters on sand. The majority of the girls belong to the kómati caste, eight are brahmans. Bédaru, Mahrattas and goldsmiths follow in the order named. Of the last mentioned caste only one girl attends, although the caste is numerically very strong in Chintámaṇi. All the girls belong to respectable families and seem intelligent promising little pupils." These results may be considered satisfactory. Subsequent progress, as shewn by the monthly reports, is sufficiently good to justify the school's retention. The master's exertions deserve some tangible acknowledgment.

The London Mission Day School, Anekallu, was visited by the Sub-Deputy Inspector in February last. He found ten girls present, of whom two could read, and understood the rules of multiplication and division. The others were learning to read. The prevalence of cholera at the time was alleged in explanation of the poor attendance.

Amount of Govt. grant per mensem	Included in the amount put down for Bangalore Day Schools.
Income from other sources	
Rate of schooling fee, none.	
Number of Pupils ... 20	
„ Classes ... 2	
„ Teachers ... 1	

The Catholic Day School, Shethaḷḷi, is established in the midst of a purely agricultural population where the majority are Catholics. The children were nearly all well-dressed, and were fully equal in intelligence to cultivators' children in any other part of the Mysore. At the examination held in December last, I found most of the girls could read well, and five of them could write to dictation tolerably. In arithmetic they were slow. On the whole the school may be considered satisfactory. I may further quote from my report that " in connection with these interesting institutions stands the Mission hospital conducted by the Rev. M. Desaint, assisted by the native nuns, these latter divide their attention between the school and hospital duties. The wide spread benefits of this hospital fully deserve the assistance accorded by the local Government."

Amount of Govt. grant per mensem	Rs. 15
Income from other sources	„ 20
Rate of schooling fee, none.	
Number of Pupils	30
„ Classes ...	3
„ * Teachers ...	2

* Native Nuns.

Digitized by Google

Srínivάspura Government Telugu School was examined by me in June, and reported on very unfavorably as follows. "On my first inspection of this school reported on in July 1868, I found thirty girls, of whom two were reading very easy words. This morning the same number of pupils presented themselves, and the two girls who professed to read the first book last year came forward on this occasion for examination in the same book, but I was unable to perceive the faintest indication of progress. After an existence of more than twelve months there is not one girl who can read from the first book a single line which has not previously been taught letter by letter, and there are not half a dozen girls acquainted with the letters of the alphabet. I am strongly disposed to believe that by far the greater number of girls seated in the school room were not *bonâ fide* pupils at all, but had been collected for the occasion." A more trustworthy master was subsequently appointed, who has done his best; but the results are worthless. The information which led to the opening of the school was utterly unreliable, and I consider any further trial to be useless.

Number of Pupils	14
„ Classes	1
„ Teachers	1

The Mágadi Government Kanarese School has now been six months in existence, but up to this time none of the girls, can be said to have learned to read though several can join syllables together and decipher words in the first book. Progress, though hardly perceptible, has been made, and a further trial may lead to satisfactory results. Several shettís and other respectable inhabitants profess their willingness to allow their daughters to attend the school for instruction. The master attributes the slow progress of his pupils to a want of books, a supply of which he was unable to procure until very recently.

Number of Pupils ...	28
„ Classes ...	1
„ Teachers ...	1

The Seringapatam aided Kanarese Schoool received Government aid in the month of July, and I have not yet had an opportunity of seeing the school. None of the girls can read yet. It is under the management of Jagannátháchár, the Head Master of the aided Sanskrit School in the same town.

Amount of Govt. grant per mensem ... Rs.	15
Income from other sources	...
Rate of schooling fee,	none
Number of Pupils ...	29
„ Classes ...	1
„ Teachers ...	1

Digitized by Google

TAMIL GIRLS' SCHOOLS.

The Wesleyan Mission Girls' Tamil Day School, Alsúr, Bangalore, is superintended by the wife of the missionary who resides near Alsúr. This school continues to take the lead amongst the Girls' Tamil Day Schools throughout the Province. Girls admitted at the age of 5 or 6 usually remain about four years under instruction; during that period they are expected to acquire a knowledge of the simple rules of arithmetic, to read and write easy Tamil prose, and to form some acquaintance with a few popular compositions in verse: the outlines of geography and needle work complete the course of secular instruction. The girls belong to the same class as those attending the Hindu Tamil School for Girls in the Cantonment. The introduction of a small fee would be a desirable step.

Amount of Govt. grant per mensem ... Rs.	20
Income from other sources	12 2 8
Rate of schooling fee,	none
Number of Pupils ...	74
„ Classes ...	3
„ Teachers...	3

The Hindu Tamil Girls' School, Cantonment, Bangalore. Of Hindu Girl Schools under native management this is the oldest, having been in existence upwards of fifteen years. It has generally been conducted in a manner creditable to its supporter; but this year I regret to observe signs of retrogression. The number of pupils is diminished since last year by one-fourth, and the income from subscriptions, &c, is extremely low, being little more than one-fourth of the Government grant. The Head Teacher, an intelligent, well informed man, is not sufficiently alive to the advantages of the system of school management adopted in similar institutions under Government inspection. Considering the long standing of the school and the easy circumstances of the girls' parents, it is surprising that tuition and in many cases books also should be furnished gratis. It is however due to the managers to add that of the Bangalore Girls' Schools not under European management, theirs, judged by the general attainments of the pupils, is the best.

Amount of Govt. grant per mensem ... Rs.	50
Income from other sources ... „	13
Rate of schooling fee,	none
Number of Pupils ...	94
„ Classes ...	3
„ Teachers...	2

Digitized by Google

The St. Mary's Catholic Tamil Girls' School, Bangalore. The girls attending this school are almost all children of the poorest class of Tamil Christians, and the instruction is of the most elementary character. Out of 28 present, 4 were able to read simple Tamil. The moral training afforded appears to be much more successful than might be expected from the irregular attendance and social hindrances which have to be contended with.

Amount of Govt. grant per mensem ...		Included in the lump grant to the Blackpalli schools.
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils ...	30	
„ Classes ...	3	
„ Teachers	2	

The Convent Tamil School, Bangalore. The pupils are all boarders. The character of the tuition corresponds with that of other aided schools for the lower orders under Protestant as well as Catholic management. In a separate part of the premises there exists a Reformatory for females which is also under the charge of the Sisters. A workshop for needle women has also been established in connection with the Convent.

Amount of Govt. grant per mensem ...		Vide statement of the Convent A. V. School.
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils ...	52	
„ Classes ...	2	
„ Teachers...	1	

The Mysore Catholic Tamil School is similar in its character, but even lower in standard than the one at Bangalore. Only three or four are able to read from the Tamil first book. The attendance is extremely fluctuating, but the objection exhibited by the parents to spare their girls' services for the purpose of attending school is said to be diminishing.

Amount of Govt. grant per mensem		Vide statement entered against the Boys' School.
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils. ...	25	
„ Classes ...	1	
„ Teachers ...	2	Native nuns.

The Madrasa é Nisvan, Cantonment, Bangalore, when opened in 1867 was the only public Hindustani Girls' School in the Province, and

Digitized by Google

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources	„ 70
Rate of schooling fee, none.	
Number of Pupils ...	60
„ Classes ...	3
„ Teachers...	3

though the movement was a most laudable one, the state of the school was unfortunately represented by some of its injudicious friends in far too glowing colors. The reputation thus obtained was founded principally on future prospects that have never been realized. The contrast between brilliant but fallacious expectations and success that strongly resembles failure has naturally had a depressing effect; the management of the school moreover has not been kept in the hands of those most fit for the duty. Of 60 pupils there were at the last examination 24 able to read. Writing is regarded as a dangerous accomplishment, and not one girl would attempt to add up a single column of figures written down on paper. Although four inspections have been made during the year, I have failed to detect any signs of progress, and cannot understand how so large a monthly income as Rs. 120 is absorbed by so very meagre an establishment as that represented in the various inspection reports.

Amount of Govt. Grant per mensem Rs.	Rs. 20
Income from other sources	„ 50
Rate of schooling fee, none.	
Number of Pupils ...	48
„ Classes ...	3
„ Teachers ...	3
And one needle work Mistress.	

The Madrasa é Mufidun Nisvan, Bangalore Pété, first received a Government grant in February 1869. In February 1870 there were 7 girls able to read; as in the Cantonment School neither writing nor arithmetic is taught. Except that the alleged expenditure is not in this school quite so glaringly disproportionate to the results as in the Cantonment Madrasa, the difference between the two institutions is very trifling.

SCHOOLS FOR SPECIAL EDUCATION.

Jail Schools.

The Central Jail, Bangalore, contained at the time of my visit in January 742 prisoners, of whom 719 were adult males, 9 females, and 14 boys. For half an hour in the evening after the day's work is done the adult prisoners are placed under the school-master. Thugs and infirm prisoners are exempted. Tótís, cooks, and warders being employed on jail duty at that hour are unable to attend; on all others attendance is compulsory, but is generally regarded as an agreeable

Digitized by Google

relaxation, for, at other times, prisoners are not allowed to speak. The mode of tuition was fully described in last year's report. As soon as the adults have mastered the second book they are taught writing and arithmetic in a separate class; this standard had been attained by 40 men, and 289 could read the first book. English is being taught to about 30 men, who soon acquire a sufficient knowledge to permit of their employment as compositors. But this and other industrial work, though forming the more important part of jail education, is not connected with the school-master's duty. I may, however, venture to remark that in the printing and binding departments, though the prisoners may not all become proficients, they learn enough to secure future employment in a well paid trade. The women who last year were excluded from school instruction, are now taught by one of the boys from the Juvenile Reformatory, but they shew very little aptitude for learning. In the Reformatory only 1 of the 14 boys could read on admission. Now 4 can read the first book, and 6 are able to write, and to read the second book, besides having some knowledge of the tables and the simple rules of arithmetic. The master's duties include a general oversight of the boys whilst at their work in the garden, as well as in school: during the afternoon he superintends the adult male classes.

Normal Schools.

The General Normal School, Bangalore, was last inspected in the month of August, and was reported on at considerable length. I beg to make a few quotations from the report.

"The English class numbers 10 students, of whom 2 are in the receipt of a monthly stipend. During the term just closed the class has made creditable progress, but cannot yet furnish qualified teachers. Another 12 months will probably not be found too long a period for the present candidates to attain the required standard. The very uncertain demand for English teachers and the departmental prospects generally, deter well qualified men from joining the English Normal School, hence the Entrance examination is necessarily elementary, and it clearly follows that either the standard for a pass must be proportionately low or the period of instruction must be extended. The latter alternative is evidently preferable, as the former would nullify the object

Digitized by Google

of the institution by filling the ranks of the Department with inferior teachers."

The officiating Director of Public Instruction remarked in his Annual Report for 1868-69, "The English department has met with but little encouragement, the few students being unsuited for any other than subordinate masterships. Whenever better educated men are required, it is perhaps advisable to draw upon the schools of the higher grade. But the rule of employing none but certificated maters has been rigidly adhered to in spite of much inconvenience. Unnecessary violation of this principle would, I consider, inflict a serious injury on the Department. As it is we have been saddled in the past with several very inefficient men." In advertence to these observations, I may state that during the year several opportunities have occurred for placing in charge of important schools, certificated and well qualified men, chiefly under-graduates of Madras, who have been educated in the Mysore schools. A few of the "very inefficient men" have been got rid of. The rule regarding the employment of none but certificated masters led me to obtain your sanction for issuing the following circular.

Circular.

> "Special examinations will, in future, be held at the Bangalore Normal School for the benefit of uncertificated Anglo-vernacular assistant teachers who may wish to obtain certificates.
>
> "It will be necessary for University Matriculates to present themselves at Bangalore, as an examination in school management will, in their cases, be considered sufficient, and their acquaintance with this subject will be tested by their Inspecting Officer during the course of his tours.
>
> "The first examination will be held during Monday, Tuesday, and Wednesday, the 18th, 19th, and 20th days of April next, in the following subjects."

By means of written papers.

i. Language.—Passages in prose and verse of ordinary difficulty selected from well known English authors for paraphrase and analysis.

Digitized by Google

ii. Translation.—Idiomatic phrases in English and Kanarese for translation from English into Kanarese and *vice versa*.

iii. Mathematics.—Geometry, Books, i, ii, and iii.
Algebra, as far as simple Equations.
Arithmetic, Double Rule of three, and Fractions, Vulgar and Decimal.

iv. History.—Garrett's India.
Collier's England (small edition).

v. Geography.—Hughes', the whole with maps.

vi. School Management, Method.

Vivâ Voce Examination.

i. Any of the foregoing subjects.

ii. School Management, Teaching a Class.

N. B.—Considerable importance will be attached to excellence in the theory and practice of school management.

I may state that 8 applicants have sent in their names as candidates for the certificate examination to be held within a few days, and other masters are preparing for a future test.

Regarding the Kanarese students my report states that "The language papers, as a whole, were fairly written; 2 examinees obtained half marks, but many shewed an imperfect acquaintance with grammar. The arithmetic papers were generally well done; four students obtained half marks, and two nearly full marks." A want of Kanarese maps led to an almost universal failure in geography; this want has since been supplied. Increased attention has also been given to experimental teaching. There are now 20 students in this branch.

A Hindustani branch has been opened; but some time must elapse before important results can be looked for. The present attainments of the students, 5 in number, are about on a par with Hóbḷi Normal School students.

Of unaided schools I may remark that upwards of 50, chiefly vernacular, have been inspected during the year, but none of them call

Digitized by Google

for special remark here. The necessity for revising many of the existing grants is, I consider, very urgent.

In conclusion I beg to observe that the ramifications of the different branches of education have increased so much as to render the charge of the Circle, without the assistance of a Deputy Inspector, rather unwieldy.

(Sd.) R. G. HODSON,

Offg. Inspector of Schools,

I. Circle.

Digitized by Google

APPENDIX III.

II. CIRCLE.

Inspector's Report.

I have the honor to forward the Annual Report of the Schools in the II Circle, which shews their progress during the past year, and their condition at its close. The number and designation are as follows:—

GOVERNMENT SCHOOLS.

4	Superior Anglo-vernacular Schools.			
3	Inferior	do.	do.	do.
31	Vernacular	Talook	Schools.	
72	Do.	Hóbḷi	do.	
2	Hindustani Schools.			

GRANT-IN-AID SCHOOLS.

2 Girls' Schools.
1 Orphan Boy's School.
1 Kanarese School.
3 Hindustani Schools.

The progress of our schools in their several studies has generally been satisfactory during the past year; but there are, I regret to say, a few exceptions. In some, this want of success has been unavoidable, being caused by a change of masters; but in others, it is the result of the neglect and incompetence of the teachers. However it may be accepted as a valuable testimony in favor of the scheme of instruction adopted in this Province, that the removal, or exchange of teachers, has caused very little halting or confusion in the course of instruction; for when one master is removed, his successor generally begins where the other left off, and, expecting to recapitulate the lessons passed over by his predecessor, he carries his pupils steadily forward from that point; and even the pupils themselves lose little by a transfer, as they invariably join the same class in the new school, as the one they

Digitized by Google

left in the old. But in connection with our Government schools there are a few things that need change or modification.

The time set apart for instruction in our Anglo-vernacular Schools, *viz.*, twenty-two hours per week, is too short. English schools are generally open for thirty hours per week, and indigenous schools about eight hours per diem ; thus the people are induced to form conclusions unfavorable to the benefits received in our schools as compared with the others, and if we further deduct the holidays, marriages, and the various ceremonial days enjoined on Hindus, it will leave but a small portion of time for actual school work, in fact it necessitates an addition to the school life of a boy, fully one-third; or in other words, a boy attending a school, which is open thirty hours per week, would learn as much in six years, as he would in a school open according to our time, in nine years.

This cannot but be a serious deduction from their value, and a great loss to numbers of children, who are obliged to leave school in early life, and before they have acquired knowledge sufficient to be useful to them when they grow up.

The cost of books in these schools is a heavy deduction from the incomes of the parents, and many are obliged to keep their children at home, or withdraw them, in consequence of their inability to meet the expenses incurred by books and fees ; even in the vernacular schools, where the cost of books is little more than the price of the paper on which they are printed, many people have refused to pay for them, preferring to let their children remain ignorant, rather than do so ; how much more will they feel it, when their children attend the Anglo-vernacular schools, where the cost of a boys' removal from the III to II class is about Rs. 11.

I have noticed that our teachers are over anxious to push their pupils forward for Matriculation, in many cases sacrificing the benefit they would otherwise receive while in the lower classes, and neglecting to lay a solid foundation while there.

This is an error in regard to boys who may remain long enough in school to matriculate, and an injustice to whose who cannot, as the subjects laid down for II and I classes are precisely what are required for

Digitized by Google

the Matriculation examination; their surest method of proceeding would be to ground the pupils of these classes in the subjects laid down for them, leaving nothing to be done but recapitulation during the year they intend to matriculate; such a course as this would reduce passing almost to a certainty, as there would then be nearly three years employed to accomplish this object. But those boys who cannot remain long enough in school to pass this examination, lose all the benefit of their lessons by being hurried over them.

The Talook Schools are doing their work well, inasmuch as the pupils attending them are receiving a fair education in their mother tongue; but they have yet to contend against the prejudice and parsimony of the people, which are so powerful in some places as to leave our school-houses almost empty; the long school hours of the indigenous masters, the instruction of their pupils in their religious books, and their practice of writing out their pupils' books, act as powerful inducements, to retain their pupils, and tell heavily against ours; but I am happy to report that the excellent results produced in our schools, the superior methods of instruction practised, as compared with indigenous schools, and the variety of cheap books issued from the Government Press, are gradually influencing the minds of the people to perceive the solid advantages that result to those boys who attend our schools regularly. The Kanarese books issued from the Government Press are beginning to be used in indigenous schools and others which are not under our control.

The Hóbḷi Schools have realized all that was expected of them, and in numerous instances have exceeded our greatest anticipations; for many of them have been crowded to such excess, that the teaching power and accommodation were insufficient. The only draw-backs which prevent these schools being more useful than they are, are the inferior classes of men who apply for the office of hóbḷi school master, and the rather ambitious course of instruction attempted by them.

The Hindustani Schools are doing fairly; but their value seems to be scarcely appreciated by the people near them. We have only two, one at Toomkoor and one at Chituldroog, and I beg to suggest the establishment of others at Shimoga and Chikkamagalúru.

Digitized by Google

THE GRANT-IN-AID SCHOOLS.

The Girls' Schools are doing remarkably well, particularly that in Toomkoor.

The Orphan Boys' School belongs to the Wesleyan Mission in Toomkoor. Their education is fairly carried on, but as some of the boys are from fourteen to eighteen years' old, I think that they should be put to learn some useful trade, that may be a means of support to them when they are launched on the world.

The Kanarese School at Kaḷasa has not been visited for several years, owing to its almost impenetrable situation in the jungle. I have recommended that it be placed amongst the hóbḷi schools so as to bring it under the superintendence of the Sub-Deputy Inspector of the Kadoor District.

The Grant-in-aid Hindustani Schools are in a very unsatisfactory condition; and the instruction imparted in them is unworthy of the name: it usually consists in reading the Kurán in Arabic without any explanation, a few Persian books after the same method, and sometimes the Tálim Náma or other printed Hindustani books are used; writing is taught by means of blackened boards; and arithmetic is seldom attempted. I have generally found them possessing incompetent teachers, few children, and lukewarm supporters. I would therefore recommend that these schools be brought on the same footing as the Kanarese Hóbḷi Schools: it is a step that would be regarded with great pleasure by the Musalmán population; for they are generally too poor, and too ignorant of school matters, to have their children educated in a proper manner; hence the greater necessity for the Government taking this matter into its own hands, until these people are educated to act independently.

As writing will furnish the means of support in after-life to fully one-half of our pupils and be exceedingly useful to all, it deserves more attention. The faults usually prevalent are, the stems of the letters not being parallel, and out of proportion to the body; the letters not proportionate to each other, and the head lines sometimes containing the most absurd ideas. These errors arise from the teacher's ignorance of

Digitized by Google

the principles and educational value of this lesson. I would therefore urge the necessity of supplying the Anglo-vernacular masters with a good system of writing, which will instruct them in the principles of this useful art; for until they know what to do, and how it should be done, it is useless to find fault. Copper plate head lines for the advanced pupils, would be highly advantageous in a school, as they would save the teacher much trouble, and they usually contain some useful information.

SUPERIOR ANGLO-VERNACULAR SCHOOLS.

Shimoga.—The number of boys under instruction in the school at the close of the year was 120, an increase of 50 pupils since last August.

The progress of the pupils has been greatly retarded by the illness and removal of the late Head Master; but it gives me much pleasure to report that his successor has begun his work, with a zeal and a determination that promise to bring this school into the front rank of our best.

Hitherto it has not sent up any candidates for the Matriculation examination, owing to its distance from Bangalore, and I am doubtful whether any will ever be induced to undertake this journey, as it is nearly 350 miles, especially as the students of this school readily obtain employment in the Government Offices, without passing any examination. Several students were reading for the Matriculation examination last year; but owing to the illness of the master, the class was broken up: it has been reorganized this year under Mr. Taylor, and the students have promised to present themselves for the University test.

The II Class. The boys of this class have been progressing very steadily during the past year, excepting in arithmetic, where they appear to have been detained in decimals, the whole year. This delay appears to have arisen from a notion that a class must not exceed the work prescribed for it. It was well reported at my examination.

Chituldroog.—The number of children under instruction is 43, a decrease of 39 boys since October 1869.

This school has been very badly conducted during the past year; the progress in every class has been very slow; and for four months in succession there was none whatever; the school studies have been imper-

Digitized by Google

fectly taught, and I have never examined pupils that betrayed such marked signs of their teachers' incapacity and neglect.

The school compound was utterly neglected: no attempt had been made to make a path-way up to the school door, plant trees or flowers, or lay out a garden.

Toomkoor.—The number of pupils under instruction in this school at the close of the past year was 83, which is an increase of 11 beyond what attended at the close of the preceding year.

The progress of the pupils has been very good during the past year, but I regret to add, that thoroughness has in several lessons been partially sacrificed; in order to secure this end and raise the standard of the school at my last examination I was obliged to order a recapitulation of the lessons, and deferred all promotion and prizes to a future day, as the pupils had done their work too superficially.

The number of pupils and standard have progressed satisfactorily during the past four years, and I attribute the failure of these boys in a great measure to a badly arranged time table, in which too much time was devoted to non-important subjects, such as algebra and history, and too little to others of the greatest value; for example, arithmetic was only allowed one hour per week. This arrangement has been changed, and a new time table drawn up, which will allow a lesson in arithmetic, to be given every day.

The III class boys have also made creditable progress in their several lessons. Their writing is the best I have ever seen done by school boys; but they did not understand their English prose lessons sufficiently, and failed in history.

Chikkamagalúru.—This school contains 43 boys, being one less than were enrolled at the close of the year preceding. The number at one period of the year rose to 67; but in consequence of the changes of masters, it has fallen to the present figure. The progress has been very much retarded by the illness and death of the late Head Master, and its consequent changes. I have not tested the new master's work, but from a lesson I saw him give the boys in history, I believe that he can do his work fairly, and therefore expect that the school will improve

Digitized by Google

under his management. This school is liable to constant fluctuations according to the season of the year ; there being no less than 47 admissions during the last eight months ; hence the difficulty of making any progress in this district is considerably increased.

It has lost the services of D. Gangaiya, a very valuable teacher, by his transfer to Harihara, who not only did his work well while in his school, but also during his leisure hours, employed himself in teaching pupils who were desirous of improving themselves. It was through his exertions that the school has received such a considerable increase of late.

INFERIOR ANGLO-VERNACULAR SCHOOLS.

Harihara.—The number of pupils in this school is small, being only 13, which is 7 less than what attended at the close of the preceding year.

A change of masters took place during the year which interrupted the progress for a short time, but it is now progressing very favorably under the new master, D. Gangaiya, removed from Chikkamagalúru. The former master K. Rámaswámi, was very popular in this station and deservedly so, as he is an intelligent and painstaking master ; he was removed to Hassan at his own request, that he might have an opportunity of studying for the University examinations under Mr. Haldwell.

Shikáripura.—This school was formerly a very flourishing one, but has dwindled down to 22. It has lost since the beginning of the year four pupils.

It was without a teacher for several months, and was entrusted to the care of one of the pupils ; during the time it was under his charge many of the best boys left it, and have not returned since. The present Head Master is a native Christian, and appears to be a steady, painstaking man, and I have strong hopes that his diligence and zeal will raise this school to its former position and increase the number of his pupils.

Chikkanáyakanahaḷḷi.—The school was formerly a very flourishing one ; but owing to a disagreement between the Government officials and the inhabitants regarding a building site for the school house, the

Digitized by Google

people withdrew a great number of children who have never since returned ; it contains only 16 children.

A change of masters has taken place during the past year; but it had little influence on the condition of the school for good or bad. The present head master is a matriculated student, but I have seldom met with a more inexperienced teacher, and therefore have recommended him for six months' training in the Normal School. His teaching is of a most desultory character ; and his questions ill adapted to evoke thought, or draw out his pupil's ideas.

VERNACULAR TALOOK SCHOOLS.

Toomkoor District.

Toomkoor.—The number of pupils under instruction in this school is generally very high, being at present 90, and would increase much more if we had accommodation.

The condition of this school has always given great satisfaction. Every subject was marked " Good" or " Fair" at my last examination.

Koraṭagere.—The number of pupils in this school has continued nearly the same throughout the year, *i. e.* 35.

It is doing well, although the accommodation previous to the enlargement and repair of the present school-house was inefficient and bad.

The progress of the pupils in their school lessons has been too rapid, and so they have failed in several subjects at my examination. Two girls, daughters of the Péshkar Kristnaswámi Modaliar, have been attending several months, and are now reading easy sentences in the first Kanarese book.

The masters of this school were permitted to proceed to Maddagiri to observe the method of teaching carried on there for a few days, but they were so impressed with a sense of their own superior system of instruction that they thought it derogatory to their dignity to do so, consequently I am afraid the visit did them little good.

Maddagiri.—The number of pupils enrolled on the books of this school is 33.

Digitized by Google

The number has been as high as 80, but owing to the establishment of a hóbḷi school in an adjoining village, and an indigenous school in the town, many of the pupils have left.

The thoroughness with which every subject has been got up in this school, and the cleanliness of the school-house and compound, have always made it a pleasure to visit it.

The master of this school merits great praise for the manner he has always performed his work since the day of his appointment. He is now offg. Sub-Deputy Inspector of the Chituldroog District, and the school is in charge of his assistant.

Chikkanáyakanahaḷḷi.—This school numbers fourteen pupils on the register; only eight were present on the day of my examination, and these were badly taught. The teacher of this school does not seem to be able to gain a footing in this town, although it is a large one, and supports several indigenous schools.

Sírá.—There are 21 pupils enrolled in this school: thirty-two were present at the examination.

The progress of the pupils has been good during the past year under the former master, who was removed from the station on account of the inhabitants reporting him for neglect of duty. The present master is recapitulating the work done by his predecessor before taking them forward.

Kadaba.—This school has been established only a few months. It contains 25 boys. I was much pleased with it when I visited it, in consequence of the progress the children had made in such a short time; and because the school had been supplied with every thing needful for their work, which must be placed to the credit of the head master.

This school is kept in excellent order by the head master.

Turivékere.—This school contains 23 pupils. It was entrusted to the care of an acting master for upwards of a month, in consequence of the illness of the head master, who was so ill when I visited the station, that he could not attend. This school was formerly a very good one, but in consequence of the inattention of the then head master, the boys deserted him in a body. It has not made up for that dispersion yet, and

Digitized by Google

those who attend have not advanced beyond the IV class. The progress of this class has been good during the year ; and their answers at my examination very satisfactory.

Tipatúru.—This school is in a very languishing condition ever since it has been established. It is situated in a thriving and populous town, and yet the number of pupils on the register is very small ; this may be attributed heretofore to the want of accommodation, the school house being small and exposed to the weather: but as it is is now enlarged and put into good repair, I have hopes that the number of pupils will increase. The number on the register at the close of the year was only 16.

Huliyúrdurga.—The number of pupils on the register at the close of the year was 34. The progress of this school has been very much retarded by the illness of the head master, and the entrusting of it to the care of an acting master, while the former was on leave for two months. It has not been long established, and consequently one cannot expect much from a school contending against such adverse circumstances.

SHIMOGA DISTRICT.

Shimoga.—This school is situated in the centre of the town, and thus being convenient for the people, it is usually well filled with pupils. It contains 72 pupils at present, but the number rose to 90 at one period of the year.

As this town is a very large one, the number of pupils is likely to increase as the standard of the school is raised, but I am doubtful about the qualifications of the head master, intellectually or physically, and therefore have recommended a change of masters. The present head master has been ill for several months, and having proceeded on sick leave, the school is in charge of the assistant master.

Ságara.—The number of pupils in this school has been steadily increasing during the year till it has reached 55.

The condition of this school is highly satisfactory, the standard and number of pupils have steadily increased since its establishment, although located in a district notoriously unhealthy.

Digitized by Google

The head master of the school S. Puttappa is one of the most remarkable men I have ever known for diligence in his work and attachment to his school; he has seldom applied for leave beyond what is usually allowed, and sticks to his work in sickness as well as in health. The result of this proceeding is, that his school is one of our best, and the pupils are exceedingly well up in their lessons, and an indigenous school cannot be established in the vicinity.

Shikáripura.—This school was formerly in a flourishing condition, but, through bad management, it has decreased considerably. The number of pupils now attending is 32.

The present Kanarese master was removed from Báṇávára in consequence of his not being able to obtain the confidence of the people and form a school there; his management of the present school does not appear to be more successful.

Nyámati.—The number of pupils in this school is 62. It promises to become a flourishing one, if a master can be induced to remain there. Previous to my visit to this town for the purpose of examining the school, many refused to purchase books on history and geography for their children, considering the money paid for the books, and the time bestowed on the learning of these branches of stu dy, as wasted. However, I had a number of influential people present at the examination, that they might learn our object with regard to their children, so I have heard no further complaints on this head. This school has changed masters during the year, and it was for a few months under the management of an acting master, at which time schools of any kind make little progress, as these men know little or nothing of the management of a school.

Channagiri.—This school numbers 42 pupils, which is about the average throughout the year.

The master of this school has lately been removed hither from Sírá; but there has been no halting, the work has gone steadily forward. At my last examination, two-thirds of this school were in the alphabet class, which generally makes me suspect that all who are present are not genuine pupils. However, the III class boys did their

Digitized by Google

work well in every subject, except geography. Their progress during the year has been very good.

Holéhonnúru.—There has been a slight decrease in this school since the beginning of the year, the number of pupils on the register being 38, against 40.

This school ranks rather below the average of the others, which, I attribute more to the negligence of the head master than to his inability. Several of the inhabitants have accused him of neglecting his work, and selling the school books at an enhanced rate; but these charges were refuted; however sufficient grounds were afforded to caution him to be more careful in future.

KADOOR DISTRICT.

Chikkamagalúru.—Notwithstanding the location of this school being in a large and thriving town, it has merely existed since it has been established.

The inferior condition of this school must be attributed, partly to the negligence of the Kanarese teacher, and partly to the inconvenient position of the school-house. This teacher has been working in the Anglo-vernacular school, and consequently neglecting his own pupils: his chief aim being to learn English, but he has been ordered to confine himself to his own sphere of duty in future; and as the school is to be opened in a house more convenient for the people, it is hoped that the attendance roll will increase.

Tarikere.—This school has increased from 6 in the beginning of the year, to 43 at its close. It was formerly in a very unsatisfactory condition owing to the inattention of the head master, but on his removal it rapidly increased in number and rank, through the diligence of his successor, which is a self-evident proof that the success of our schools depends entirely upon the industry of the men we employ as teachers; one man ruins every school he takes charge of, and another gathers every boy in the village to his school, and their progress under him is rapid.

As this is one of the schools that were reported for inefficiency, I have much pleasure in recording its present satisfactory condition.

Digitized by Google

Sakrépatna.—This school was removed from Wastára, in consequence of the insufficient accommodation afforded at that place.

As it has only been established here about four months, I have not had an opportunity of examining it yet.

The number of pupils under instruction is only 23 at present, but it is steadily increasing month by month.

Kadoor.—The number of pupils in this school has fluctuated considerably during the past year, sometimes as low as 17, and then rising to 50. It is now 34.

It was formerly reported to the Chief Commissioner for its inefficiency; after which the head master aroused himself, and the number of pupils increased; however, he has been removed, and the condition of the school appears to have improved under his successor.

At my examination, I learned that most of the parents of these children had refused to purchase some books that were necessary to enable the children to prosecute their studies; but on my threatening to withhold the prizes, they promised to get them.

Yedahalli.—This school has heen established only two months.

There are 29 pupils registered already. As I have not visited it yet I cannot give any information regarding its condition; it appears to be only beginning in every subject.

Bánávára.—This school was formerly reported to the Chief Commissioner, in consequence of its unsatisfactory condition; the head master was then removed to Shikáripura, but ever since the arrival of the new teacher T. Venkata Rao, it has been improving rapidly. There are now 47 pupils on the register.

The school is now in an excellent condition, and great praise is due to the head master for its being so.

Bírúru.—There has been but little variation in the number of pupils attending this school during the past year which was generally 40, but has increased to 45, at the close of the year.

The children answered fairly at my examination; but they exhibit-

Digitized by Google

ed a great want of familiarity with the forms and meanings of words n their reading lesson, by their hesitation and stammering.

CHITULDROOG DISTRICT.

Chituldroog.—The number of pupils under instruction in this school has fluctuated considerably during the past year; it rose to 41, and then dwindled down to 22, where it stood at the close of the year.

This school does not seem to be popular, partly because the teacher is a Christian, but more so, I imagine, for his want of diligence, which is unmistakeably shewn in the annual reports of progress.

A second class was formed in October, which has advanced in the "course of studies" very fairly; but the subjects taken up are what are prescribed for a lower class.

Dávaṇagere.—The number of pupils on the register of this school is 44, when it was first established the number was nearly double that amount, but dwindled to its present figure as the master could not well attend to so many single handed, and it took some time to procure sanction for an assistant teacher.

A change of masters took place about December last, but the school does not appear to have suffered much by it; the number of pupils is about the same, and the course of studies has not been interrupted.

Huḷiyára.—The number of pupils on the roll of this school has been steadily increasing during the past year. It is now 39.

This school is well reported amongst the people.

The pupils answered very well at my examination; although the school had been only a short time established.

Hosadurga.—The number of pupils in this school is 38, which is about the average of all the year round.

The master of this school was removed from Tarîkere, as he failed to collect sufficient pupils to form a school; but since his arrival at this station, he has performed his work very satisfactorily, and has formed a II class, but rather prematurely, as they are doing work laid down for the III class.

Digitized by Google

The progress of the classes during the past year, has been very good; and their answers at my examination were very satisfactory.

The school is in a good working condition, the head master has been recommended for promotion.

Pávagada.—This school numbered 30 pupils, at the close of the year: about November last, it was as high as 40; but has since declined.

The condition of the school at the time of my visit was very unsatisfactory, owing to the paucity of the pupils attending. It is rather improved at the present time, and would be more so, if the Telugu language were taught to those children whose mother tongue it is. It has suffered by the masters having been changed so often of late; being in such an out-of-the-way place, none will remain there contentedly; and thus the pupils suffer from their want of interest in their work.

Harihara.—The number of pupils in this school is 46. It was formerly very low, but has been steadily increasing of late. It still falls short of the number that is expected from such a large town.

Moḷakálumúru.—At the time of my visit I found the master of this school so ill with fever, that he could hardly move about and wholly unable to work. He was removed to a healthier station, but a successor could not be provided for nearly two months. Moḷakálumúru is counted an unhealthy place, and the expectation of obtaining even a score of pupils will probably be disappointed.

Jagalúru.—This school was established in December last, and has as yet only 14 pupils.

The progress in the "course of studies" is small, but fair for the short time the school has been at work.

Háranahalli.—Several masters have been sent to this town to try and establish a school; but all have hitherto failed. It cannot be said that the people are indifferent in the matter of education, for there are several indigenous schools in the place, which are well attended. However I do not despair of establishing a school, if the services of a really intelligent school-master could be obtained, who could be depended on to do his duty honestly while left to himself.

Digitized by Google

HOBLI SCHOOLS.

Tabular Statement of the Locality, Classification, and Condition of the Hōḷi Schools in the District.

DISTRICT, TOOMKOOR.—Sub-Dy Inspector, Lakshamaṇaiengar.

Number.	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Toomkoor ...	Urudugere	III	30	Progressing.
2		Honasagere	III	21	Did well at examination.
3		Kestúru	III	17	Condition ordinary.
4		Arekere	III	30	Examination good.
5		Gúḷúru	II	50	School doing well.
6		Beḷḷávi	...	56	Lately established.
7		Holisagere	...	...	Do.
8		Hávali	...	...	Do.
9		Madihaḷḷi	...	...	Do.
10		Rámasandra	...	...	Do.
11		Chéḷúru	...	...	Do.
12	Maddagiri ...	Gangalagunté	III	26	Improving.
13		Byála	III	10	Fair.
14		Itakadibbanahaḷḷi ...	II	20	Answered well at examination.
15	Chikkanáyakanahaḷḷi ...	Hágalavádi	III	61	Did well at examination.
16	Sírá	Bargúru	II	31	School doing well.
17		Chikkanáyakanahaḷḷi ...	III	40	Condition ordinary.
18		Hosúru	II	50	Did well at examination.
19		Nadúru	...	...	Lately established.
20	Kuṇigallu ...	Nágasandra	II	31	Did well at examination.
21	Kadaba	Ariyúru	...	...	Lately established.
22	Turivékere ...	Dandinasivara ...	III	35	Answered badly at examination.
23		Hichanúru	III	35	Fair.
24		Ujanúru	II	40	Improving.
25		Noṇavinakere	...	...	Lately established.
26	Tipatúru	Mádanahaḷḷi	III	16	Progress fair.

Digitized by Google

DISTRICT, KADOOR.—Sub-Dy. Inspector, C. Anantáchári.

Number	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Chikkamagalúru.	Mattavára	...	...	Lately established.
2		Puravára	III	22	Improving.
3		Kaḷasápura	III	24	Very good.
4		Mallalúru	III	35	Fair.
5		Lakiya	III	22	Improving.
6		Hirémagalúru	III	31	Very good.
7	Wastára. ...	Mandiginahaḷḷi ...	...	...	Lately established.
8		Ballaḷu	...	...	Do.
9		Bandiya	...	...	Do.
10		Choladahal	...	...	The master has been transferred.
11		Aladúru	...	...	Lately established.
12		Haravinkere	...	...	Do.
13	Kadoor ...	Paṭṇagere	III	11	Very good.
14	Báṇávára ...	Jámagallu	...	25	Lately established.

DISTRICT, CHITULDROOG.—Sub-Dy. Inspector, Nanjundaiya.

Number.	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Chituldroog ...	Gundabanahaḷḷi ...	III	27	Very good.
2		Siddappanahaḷḷi ...	IV	25	Very good.
3		Turvinakere	IV	27	Improving.
4		Rangappanahaḷḷi ...	IV	20	Progressing.
5		Táḷya	...	...	Lately established.
6	Dávaṇagere ...	Máyakonda	III	19	Very good.
7		Dávaṇagere	...	...	Lately established.
8	Doddéri ..	Jájalúru	IV	15	Improving.
9	Búdiháḷu ...	Yelanádu	IV	22	Fair.
10	Pávagada ...	Kanamadi	...	...	Lately established.
11		Najadaguṇṭé	...	...	Do.
12		Arasekere	III	39	Very good.
13	Harihara ...	Kondejji	IV	20	Good.
14	Hosadurga ...	Bágúru	III	34	Very good.

Digitized by Google

DISTRICT, SHIMOGA.—Sub-Dy. Inspector, Rámáchári.

Number.	Talook.	Locality and School.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Shimoga ...	Aiyanúru	III	43	Very good.
2		Annavaré	III	43	Good.
3		Sanyásikodamigé ...	III	44	Improving.
4		Kadaba	...	...	Lately established.
5		Gudamagaṭṭé	...	...	Do.
6		Gájanúru	...	...	Do.
7	Ságara ...	Bellenni	...	...	Do.
8	Kávaledurga ...	Tírthahaḷḷi	...	...	Do.
9	Shikáripura...	Mayathamanamuchadi...	IV	19	Answered well at examination.
10		Bégúru	III	16	Indifferent.
11		Sirálakoppa	III	39	Very good.
12		Mugaḷagere	...	...	Lately established.
13	Honnáḷi ...	Kumsi	III	72	Very good.
14	Chennagiri ...	Mulalúru	III	24	Fair.
15		Hodigere	...	...	Lately established.
16	Anantapura ...	Anantapura	...	...	Do.

GOVERNMENT HINDUSTANI SCHOOLS.

SUB-DEPUTY INSPECTOR, KHAJA MAHOMMED.

Chituldroog.—Contains twenty-one boys, who are divided into iii and iv classes under one master. The iii class are reading the Hikáyet Latifa in Persian; the Tálimnáma in Hindustani; Persian and Hindustani grammars; working simple multiplication in arithmetic, and reading the histories of England and Hindustan.

Their spelling from dictation was fair. At the examination, only one boy could work simple multiplication, and two others subtraction the meaning of Persian and Arabic words occurring in their lessons were left unexplained.

Toomkoor.—Contains fifty-one boys, iii and iv classes are organized, and divided into different sections.

Digitized by Google

The iii class is reading the Hikáyet Latifa, Hindustani grammar, part ii; histories of England and India, and the geography, part ii. At the examination only one boy answered well in these subjects; he also worked a sum in simple division; two others did fairly.

In the iii class only two or three boys could answer fairly in the subjects they had read, *viz.*, Tálimnáma, geography, part i, and in simple addition in arithmetic. On being asked why so few boys could answer well at the examination, the master replied that his best boys have left school and the greater part of his scholars had been newly admitted.

GRANT-IN-AID SCHOOLS.

Girls' School, Toomkoor.—This school has been established by the Wesleyan Mission at this station, and is doing well. It consists of two branches, each being located in different parts of the town, and educating different castes, although no distinction is made as to admission to either.

Sixty-seven girls were present at my examination, but that number does not represent all that attend, as many were absent in consequence of its being a feast day. It is also steadily increasing from day to day, as its advantages are becoming better appreciated and the prejudice against female education diminishes.

The course of instruction is very fair; it includes religious instruction, Kanarese language, spelling from dictation, writing on slates, Kanarese grammar, history of India, geography, arithmetic and needle work.

The school is well supplied with masters and the head master appears to be well adapted to his work.

The children answered fairly at my examination in most subjects; in some they are marked "good," but were insufficiently taught in arithmetic, which I believe may be attributed to want of knowledge in the art of teaching it on the part of the teachers. Being one of the "essential lessons" it should be more practically taught, than it has been hitherto.

Girls School, Shimoga.—The school is under the sole control of the Hindu gentlemen at this station, and has been established principally for the education of brahman girls.

Digitized by Google

The number present at my examination was 26.

The course of instruction pursued is very good ; it comprises Kanarese prose and poetry, arithmetic, grammar, history and geography. It is intended to teach them needle-work, but a competent person has not been obtained hitherto.

As this affords an excellent opportunity for a European lady to take these girls in hand, and instruct them, I have sanguine hopes that some of the ladies at this station will not allow such an opportunity to pass without endeavouring to dissipate the mists of ignorance and prejudice that exist between the Hindus and European people.

The reading was remarkably good, and thoroughly understood by the children. Many of them repeated the story they had read, without the book.

They were rather deficient in arithmetic, in fact, too little time was devoted to it, and it was not taught in such a manner as to enable the children to understand it thoroughly.

The writing was too large, but done fairly ; they also wrote nicely from dictation.

Grammar, geography, and history were fairly understood, but too much of the school time has been devoted to these subjects.

The school had been established only one year ; yet the children have made very good progress in their lessons during that time, and great credit is due to Mr. Kristnaswámaiengar and the members of the committee for the great care they take of these children and the time they bestow in personally teaching them.

The Orphan Boys' School, Toomkoor.—This school belongs to the Wesleyan Mission, and contains about twenty-four boys.

The course of instruction consists of religious instruction, English prose, Kanarese prose and poetry, arithmetic, grammar, geography and history.

Their answers at my examination were generally fair, some subjects are marked "very good."

Digitized by Google

As I have previously suggested, these boys should be put to learn trades; but, even as they are, I imagine one of the most valuable presents they could receive from the charitably disposed, would be a box of carpenter's tools which would enable them to make their own playthings, and so get their hands in to guide a chisel or saw, an important step to enable them to make something better.

Hindustani School, Huliyúrdurga.—Contains 31 pupils who are divided into three classes and taught by one master.

At the examination only one or two boys answered correctly in Persian grammar and the Hikáyet Latifa.

None of the boys in this school understand arithmetic.

This school has been closed for a considerable period, in consequence of want of funds, but has been reopened within the last six months.

Hindustani School, Channagiri.—Contains 32 children who are separated into three classes and instructed by one master.

The i class are reading the Korán and Hindustani first books, and repeated as far as one hundred in number: only too or three boys answered fairly at the examination.

This school has been established only about eight months, and the children are very young.

Hindustani School, Honnáḷi.—The nunber present at the examination was 24. They are divided into three classes, and are taught by two masters.

The i class are reading the Korán, Hindustani first books, and Tálimnáma, and have learned addition in arithmetic. Only three boys read correctly in the Tálimnáma and two worked a sum in addition.

(Sd.) P. STAUNTON,
Offg. Inspector of Schools,
II. Circle.

Digitized by Google

APPENDIX IV.

ENGINEERING SCHOOL, BANGALORE.

Head Master's Report.

I have the honor to forward for your information the Report of the Examiners of the Annual Examination held in December 1869.

From the results, I find that four students are entitled to Assistant Overseer's certificate. Three are entitled to Sub-Overseer's certificate, and one is qualified as Draughtsman.

The examiners have not expressed so much satisfaction at the results as on previous occasions, although the number of marks awarded in each paper shews tolerable proficiency.

On the whole I consider the results of the past year's work satisfactory, especially as regards the style and amount of drawing and surveying field work done during the session.

It is also gratifying to report on the general good conduct of the pupils, their perseverence and their readiness at all times to submit to school discipline.

The success and usefulness of the institution may, in some measure, be exemplified by reference to the annexed statement, which gives an account of all the candidates who obtained certificates from the school at the two examinations held in 1867 and 1868.

MYSORE GOVERNMENT ENGINEERING SCHOOL.

List of Candidates.

Name.	Left the School.	How employed.
D. McWhite	December 1867.	Sub-Overseer, Bangalore Division.
J. Patton	„	Student, Madras Civil Engineering College.
J. Burke	„	Sub-Overseer, Chikkamagalúru.
J. Welsh	„	Draughtsman, Chituldroog.
A. Welsh	„	Unemployed.
J. Conquest	„	Master, Cantonment Boys' School.
H. Slainy	„	Surveyor, Mysore.
C. Munisawmi	December 1868.	Draughtsman, Kolár.
S. Poonnasawmi	„	Do. Bellary.
W. King	„	Municipal Overseer.
P. Joseph	„	Overseer, Godavery Irrigation Works.
W. Phillips	„	Sub-Overseer, Hassan.
V. Durgaiya	„	Do. Mysore.

(Sd.) G. WALLACE,
Head Master.

Digitized by Google

REPORTS OF EXAMINERS.

Hydraulics.

I regret that I am unable to report so favorably of the class this year as when I last examined it, the average mark being only 34·6 per cent; but Vigor, Johnston and Thanathu Pillé have sent up very fair papers. I was surprised to find that not one boy in the class attempted the whole of No. 1 question, though they all without exception worked out No. 6 question, which involved the application of the most difficult of the formulas included in No. 1.

No. 5 too was omitted by the whole class, and yet is extremely easy. Nos. 8 and 9 were attempted by almost all the boys, but not successfully, the errors in No. 8 being inexcusable.

It is a subject however which is rather difficult for beginners, and possibly the paper was more difficult than that set by me last year.

(Signed) W. H. EDGCOME, Capt., R. E.

Levelling.

I return herewith the examination paper on levelling, together with an abstract of the results. The defective education of the majority of the students has doubtless prevented their doing justice to the instructions they have had. It is a pity that a higher class, or rather a better educated class of natives, cannot be induced to enter the Engineering School.

(Signed) R. C. DOBBS.

Algebra.

Four of the students have gained over ⅓ marks, and three more than ¼ marks; as however I do not know the minimum required by the school, I leave you to determine whether they have passed or not.

(Signed) J. LACEY.

Building Materials.

These papers are moderately good with the exception of the first question which was not answered by any one, except by C. Muttusawmi. No pupil that could not reply to this question can be report-

Digitized by Google

ed as fit for the Public Works, as they cannot understand estimating if they do not know how to make such calculations.

(Signed) C. V. WILKIESON.

Drawing from Specification.

I regret to have to make an unfavorable report on the result of the examination, but I cannot attribute this altogether to the fault of the scholars, as I find the examination paper to have been very carelessly printed, there being eleven palpable misprints in it, all more or less liable to puzzle and mislead. Of the 12 competitors Munisawmi is the only one who has produced any thing like a complete drawing, but he has not entered all the dimensions, and is incorrect in one or two points. Vigor has omitted the cross sections, otherwise his drawing is fair, though incomplete in entry of dimensions and with two or three faults. Venkatáchalam has made a promising drawing which, however, in the absence of dimensions cannot be checked. Sunther Pillé's drawing is very incomplete in dimensions and but passable in execution. Thiruvengadam's is worse, being untidy ; and the rest it is impossible to place.

(Signed) W. H. CAMPBELL.

Irrigation.

The papers are generally poor, and shew but a very small acquaintance with the principles of construction of irrigation works, or even with " Ford's Notes," from which the questions were extracted, it being the class book.

The information in " Ford's Notes" on irrigation works is too confined to fit it for a class book. A better class book is evidently required for this subject.

The best paper is by C. Muttusawmi, (110 marks); but P. Vigor runs him very close with 105, and if he had answered question No 5, he would have beaten him. These two papers are creditable, as are also those by Palayándi (95), B. B. Johnson (90), and Santher Pillé (85). The remainder do not deserve mention. There is unmistakeable evidence of copying in most of the papers, which shews want of closer supervision in the examiner's room.

(Signed) W. H. CAMPBELL.

Digitized by Google

At the request of the Head Master of the Government Engineering School, I had the pleasure to examine the school in arithmetic and mensuration.

Arithmetic and Mensuration.

To a really difficult paper on the former subject, involving a considerable knowledge of the theory and higher rules of this branch of mathematics, I received some excellent replies, one of the students obtaining a little over, and three a little under, two thirds of the marks assigned.

I was most pleased with Santher Piḷḷé's paper which for neatness and method, as well as for accuracy, struck me as being one of the best that I had ever seen done by a native student. Some of Santher Piḷḷé's fellow students would do well to emulate his method. Munisawmi and Robert Vigor also did well, and are deserving of honorable mention.

The paper on mensuration, which was one of average difficulty, was done well by the whole of the students.

From the papers sent up, I have no hesitation in saying that the students of the Engineering Scool give evidence of careful and conscientious teaching in the subjects in which I have examined.

(Sd.) E. H. Du BOIS.

Digitized by Google

APPENDIX V.

Present Position of some of the Students educated in the High School.

Name.	Position.	Salary.
Narasimaiengar,	Assistant to the Inam Commissioner.	300
Krishnaiengar,	Amildar of Chituldroog	200
Gurusawmi Modaliar,	Accountant, Controller's Office ..	175
Yethirájalu Náidu,	Munshi to Kanarese Translator ..	155
Abdul Rahimán,	Amildar of Gúmanáyakanapalya. ..	150
Mari Gangaiya, B.	Correspondence Clerk, Chief Engr.'s Office.	120
Rághavéndra Rao,	Revenue Sheristadar, Shimoga ..	100
Panchanátha Rao,	„ Kadoor	100
Narasimaiengar,	Judicial Sheristadar, Mysore	100
Appu Rao, D.	Amildar of Molakálmúru.	100
Murgésam Modaliar,	Head Accountant, Nandidroog Division.	100
Taylor, T.	Head Writer, Coorg Office	80
Vyása Rao, C.	Record Keeper, Inam Office.	80
Venkatapataiengar,	Head Master, Govt. School Chikka Ballápura.	80
Varadarájalu Náidu,	Translator, Nandidroog Division ..	75
Gangaiya, B,	Translator, Judicial Commissioner's Office ..	75
Nágappa, H.	„ „ „ ..	75
Abdul Samuth,	Killédar of Sarjapura	75
Krishnaiengar,	Head Munshi, Nandidroog Division. ..	75
Swétádraiyengar,	Translator, District Office.	75
Venkata Rao,	Sheristadar, Civil Court, Bangalore. ..	70
Knight, W.	Head Clerk, Sowar Cutcherry	70
Gangádhara Rao,	„ Survey Department	70
Coleman, E.,	Asstt. Master, Wesleyan School, Mysore.	
Trimuláchári, B.,	Sheristadar, Judl. Asstt.'s Office, Mysore.	70
Ráma Rao, S.	Translator Chief Commissioner's Office.	70
Lakshmi Náranappa,	Interpreter, S. C. Court, Bangalore.	60
Srínivás Rao, B.	Head Proof Reader, Govt. Printing Office.	50
Venkatavaradaiengar,	Head Munshi, Kolár District Office.	50
Vírásawmi Modaliar,	Translator, Chief Commissioner's Office.	50

Digitized by Google

APPENDIX VI.

TABULAR STATEMENTS.

1.	Government Schools,	Higher and Middle Class.
2.	Do.	Lower Class.
3.	Do.	Girls' Schools.
	Do.	Special Schools.
4.	Do.	Hóbḷi Schools.
5.	Grant-in-aid Schools,	Higher and Middle Class.
6.	Do.	Lower Class.
7.	Do.	Girls' Schools.

8. Abstract of Receipts and Charges in all Schools.
9. Abstract of Expenditure in Educational Department.

Digitized by Google

1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total		
SUPERIOR ANGLO-VERNACULAR.								
Higher Class.								
High School...	Bangalore...	1858	389	9	28	426	458	371
The Raja's School	Mysore	1833	244	4	5	253	217	176
District School	Hassan	1852	136	7	4	147	121	99
Do. do.	Toomkoor	1852	80	...	3	83	75	66
Do. do.	Shimoga	1854	98	2	20	120	68	71
Do. do.	Chituldroog	1861	46	3	1	50	48	46
Do. do.	* Chikkamagaluru	1862	49	3	1	53	48	44
Do. do.	Kolar	1863	51	1	1	53	73	58
		Total.	1,093	29	63	1,185	1,108	931
INFERIOR ANGLO-VERNACULAR.								
Middle Class.								
Talook School ...	Hunasuru.	1861	29	2	2	33	32	30
Do. do.	Channapatna	1862	23	2	1	26	17	20
Do. do.	Narasipura	1863	30	1	...	31	23	19
Do. do.	Chikka Ballapura	1864	61	1	1	63	45	45
Do. do.	Shikaripura	1865	20	1	1	22	21	16
Do. do.	Harihara ...	1865	12	1	...	13	13	12
Do. do.	Chikkanayakanahalli..	1865	11	3	...	14	13	11
Do. do.	Yelanduru	1867	35	...	...	35	33	32
Do. do.	Gundlupete	1869	83	...	...	83	42	37
		Total.	304	11	5	320	239	222
		Grand Total.	1,397	40	68	1,505	1,347	1,153

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *24th May* 1870.

Digitized by Google

Ann

10 B	10 C	10 D	10 E			22			23			24			25			26			
ber of Pupils on the Rolls g in each language at the end of the year.				g the year.					Difference.						Annual Cost of educating each Pupil.						Remarks.
Kanarese.	Hindustani.	Telugu.	Tamil.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
387	...	...	...	1	0	16,143	10	10	13,312	9	0	...	...	...	35	3	11	6	2	10	
253	...	...	...	...	...	7,908	0	0	2,474	8	0	...	...	...	36	7	0	25	4	3	
145	...	...	...	...	...	4,200	0	0	463	8	0	...	...	...	34	11	4	30	14	0	
83	...	...	...	2	0	2,597	5	0	581	3	6	...	...	...	34	10	1	26	14	1	
120	...	...	...	2	4	4,361	7	0	512	5	9	...	...	...	64	2	2	56	9	8	
46	...	...	...	0	0	2,985	0	0	188	5	0	...	...	...	62	3	0	58	4	10	
53	...	...	...	4	0	2,171	2	5	317	2	3	...	...	...	45	3	8	38	10	0	
53	...	...	...	13	0	2,481	13	0	322	15	7	...	...	...	33	15	11	29	9	2	
1,140	...	...	...	0	4	42,848	6	3	18,172	9	1	...	...	...							
33	...	...	...	8	0	1,613	8	0	301	0	8	...	...	...	50	6	9	41	0	2	
28	...	...	...	...	...	1,080	0	0	129	2	6	...	...	...	63	8	5	55	14	11	
31	...	...	...	12	0	1,345	12	0	162	10	0	...	...	...	58	8	2	51	7	0	
63	...	...	...	6	0	1,609	8	1	292	5	8	...	...	...	35	12	3	29	4	3	
22	...	...	...	9	2	715	3	10	119	1	4	...	...	...	34	0	11	28	6	2	
13	...	...	...	2	0	721	2	0	128	13	6	...	...	...	55	7	6	45	9	0	
14	...	...	...	8	0	610	5	4	80	4	6	...	...	...	46	15	2	40	12	4	
35	...	...	...	...	...	590	4	0	260	11	0	...	...	...	17	14	2	9	15	9	
46	...	...	...	4	0	701	14	0	156	6	6	...	...	...	16	11	4	12	15	9	
283	...	...	...	1	2	8,987	9	3	1,630	7	8	...	...	...							
1,423	...	...	...	5	6	51,835	15	6	19,803	0	9	...	...	...							

J. GARRETT,
Director of Public Instruction.

Digitized by Google

District.	1 Name of Institution.	2 Locality.	3 When established.	4 Number of Pupils on the Rolls at the end of the year. Hindus.	5 Mahomedans.	6 Others.	7 Total.	8 Average Number of Pupils on the Rolls Monthly.	9 Average Number of Pupils attending daily.
	Lower Class.								
	Kanarese.								
BANGALORE.	Talook School	Magadi	1863	68	1	...	69	48	34
	Do	Devanahalli ...	1864	30	...	...	30	26	25
	Do	Channapatna ...	1865	70	3	...	73	61	54
	Do	Dodda Ballapura ...	1866	120	...	...	120	115	110
	Do	Hosakote	1866	37	4	...	41	36	30
	Do	Sarjapura	1867	51	9	...	60	56	50
	Do	Yelahanka ...	1867	30	...	...	30	30	24
	Do	Closepete	1869	48	2	...	50	47	46
	Do	Nelamangala ...	1869	89	12	1	102	56	50
				543	31	1	575	475	[illegible]
KOLAR.	Talook School (Telugu & Kanarese.)	Chintamani ...	1863	73	12	...	85	69	60
	Do	Mulabagalu ...	1864	65	6	...	71	71	53
	Do	Kolar	1863	40	1	1	42	40	39
	Do	Srinivaspura ...	1865	51	3	...	54	47	38
	Do	Chikka Ballapura ...	1864	66	1	...	67	45	43
	Do	Sidlaghatta ...	1865	14	...	...	14	14	14
	Do	Goribidanuru ...	1867	28	...	...	28	28	27
	Do	Narasapura ...	1867	30	7	...	37	35	30
	Do	Bagepalli	1869	16	...	...	16	15	[illegible]
	Do	Gudibanda ...	1869	39	4	9	52	50	[illegible]
				422	34	10	466	414	[illegible]
TOOMKOOR.	Talook School	Toomkoor ...	1852	81	9	...	90	76	[illegible]
	Do	Chikkanayakanahalli ...	1863	17	2	...	19	14	[illegible]
	Do	Maddagiri ...	1865	54	19	...	73	29	[illegible]
	Do	Tipaturu	1868	12	2	...	14	14	[illegible]
	Do	Sira	1866	18	3	...	21	20	[illegible]
	Do	Turivekere ...	1867	21	2	...	23	14	[illegible]
	Do	Koratagere ...	1867	34	2	...	36	33	[illegible]
	Do	Huliyurdurga ...	1869	34	...	...	34	33	[illegible]
	Do	Kadaba	1870	25	...	...	25	19	[illegible]
				296	39	...	335	252	[illegible]

Digitized by Google

10 A	10 B	10 C	10 D	22			23			24			25			26			
Number of Pupils on the R[oll] studying in each language at end of the year.				[...]r.			Difference.						Annual Cost of educating each Pupil.						Remarks.
[...]ngian.	Kanarese.	Hindustani.	Telugu.	Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.			
...	68	...	...	467	0	0	65	0	0	...	...	...	9	11	8	8	6	0	
...	30	...	...	500	0	0	36	5	10	...	...	...	19	3	8	17	14	6	
...	73	...	...	260	0	0	44	8	0	...	...	...	4	4	2	3	8	6	
...	120	...	...	596	0	0	171	12	5	...	...	...	5	2	11	3	11	0	
...	41	...	...	562	0	0	37	3	4	...	...	...	15	9	9	14	9	2	
...	60	...	...	424	0	0	56	8	0	...	...	...	7	9	1	6	9	0	
...	30	...	...	276	0	0	40	7	7	...	...	...	9	3	2	7	13	7	
...	50	...	...	342	0	0	65	5	0	...	...	...	7	5	4	5	14	2	
...	102	...	...	259	3	1	61	5	0	...	...	...	4	10	0	3	8	6	
...	574	...	...	,686	3	1	578	7	2	...	...	..							
...	85	...	32	872	2	0	75	11	6	...	...	...	12	10	2	11	8	8	
...	36	...	35	492	0	0	55	8	8	...	...	...	6	14	10	6	2	4	
...	42	...	...	252	0	0	55	2	7	...	...	...	6	4	9	4	14	8	
...	54	...	...	428	4	0	44	8	0	...	...	...	9	1	9	8	2	3	
...	67	...	...	336	0	0	89	1	9	...	...	...	7	7	5	5	7	9	
...	14	...	...	330	0	0	28	10	3	...	...	...	23	9	1	21	8	4	
...	28	...	...	322	11	0	49	12	6	...	...	...	11	8	4	9	12	0	
...	37	...	...	378	0	0	46	15	6	...	...	...	10	12	9	9	7	3	
...	16	...	...	344	12	0	38	5	10	...	...	...	22	15	8	20	6	9	
...	52	...	...	182	0	0	21	10	0	...	...	..	3	10	2	3	3	3	
...	431	...	67	937	13	0	505	6	7	...	...	...							
...	90	...	...	489	4	0	92	12	6	...	...	...	6	7	0	5	3	5	
...	19	...	...	175	6	0	34	3	6	...	...	...	12	8	5	10	2	5	
...	73	...	...	426	0	0	96	15	8	...	...	...	14	11	0	11	5	6	
...	14	...	...	360	0	0	16	6	8	...	...	...	25	11	5	24	8	7	
...	21	...	...	336	0	0	28	4	0	...	...	...	16	12	9	15	5	7	
...	23	...	...	358	14	0	53	12	6	...	...	...	25	10	2	21	12	8	
...	36	...	...	364	0	0	47	3	5	...	...	...	11	0	6	9	9	7	
...	34	...	...	301	5	10	25	13	2	...	...	...	9	2	1	8	5	7	
...	25	...	...	117	1	6	28	13	6	...	...	...	6	2	7	4	10	2	
...	335	...	...	927	15	4	424	4	11	...	...	...							

Digitized by Google

1	2	3	4	5	6	7	8	9
OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
ol	Mysore	1855	86	1	...	87	66	49
... ...	Nanjanagudu ...	1868	37	5	...	42	39	30
... ...	Yedatore	1868	20	...	...	20	19	18
... ...	Narasipura (Talakadu)...	1868	22	...	...	22	20	19
... ...	Mandya	1869	42	...	...	42	26	26
... ...	Madduru	1869	27	1	...	28	28	25
... ...	Sarguru	1869	30	...	...	30	29	28
... ...	Chamarajanagara ...	1869	26	...	...	26	26	21
... ...	Gundlupete ...	1869	46	...	...	46	42	40
			336	7	...	343	295	256
ol	Sakalespura ...	1863	15	...	...	15	13	11
... ...	Beluru	1865	29	3	...	32	30	29
... ...	Narasipura ...	1864	42	1	...	43	36	23
... ...	Arakalagudu ...	1865	46	4	...	50	48	48
... ...	Haranahalli ...	1868	8	...	...	8	7	7
... ...	Nagamangala ...	1869	18	...	...	18	16	15
... ...	Attikuppa ...	1869	31	1	...	32	30	29
			189	9	...	198	180	162

Digitized by Google

10 A	10 B	1	21			22			23			24			25			26			
Number of Pu studying in eac end of	Number of Pu studying in eac end of		es during the year.			es during the year.			Difference.			Difference.			Annual Cost of educating each Pupil.			Annual Cost of educating each Pupil.			REMARKS.
English.	Kanarese.		Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.			
...	87		...	...	...	480	0	0	48	14	0	...	...	...	7	4	4	6	8	6	
...	42		12	8	0	288	8	0	64	0	3	...	...	...	7	6	4	5	12	1	
...	20		12	8	0	324	8	0	33	9	1	...	...	...	17	1	3	15	5	0	
...	22		18	12	0	324	12	0	52	9	11	...	...	...	16	3	9	13	9	8	
...	42		15	4	0	279	4	0	67	1	1	...	...	...	10	11	10	8	2	7	
...	28		10	14	0	286	14	0	33	10	8	...	...	...	10	3	11	9	0	8	
...	30		15	13	6	291	13	6	58	3	11	...	...	...	10	1	0	8	0	4	
...	26		..	...	...	82	6	6	39	0	0	...	...	...	3	2	8	1	10	8	
...	46		...	...	...	15	0	0	2	6	0	...	...	...	0	5	8	0	4	7	
...	343		85	11	6	2,373	2	0	399	6	11	...	...	...							
...	15		8	4	0	314	4	0	17	3	0	...	...	...	24	2	9	22	13	7	
...	32		...	...	...	579	0	0	56	7	3	...	...	...	19	4	9	17	6	8	
...	43		15	8	0	337	8	0	24	0	0	...	...	...	9	6	0	8	11	4	
...	30		17	2	0	306	2	0	41	12	0	...	...	...	6	6	0	5	8	1	
...	8		...	...	...	312	0	0	18	11	0	...	...	...	...	...	...	...	...	...	
...	18		7	8	0	307	8	0	38	0	0	...	...	...	19	3	6	16	13	6	
...	32		8	0	0	190	0	0	47	5	0	...	...	...	6	5	4	4	11	1	
...	198		56	6	0	2,346	6	0	243	6	3	...	...	...							

Digitized by Google

1	2	3	4	5	6	7	8	9
...stitution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year. Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
Class.								
...ese.								
...	Sagara ...	1865	42	8	...	50	44	34
...	Shikaripura	1865	26	6	...	32	30	24
...	Chennagiri	1866	42	3	...	45	40	36
...	Hole Honnuru	1867	38	...	1	39	39	32
...	Shimoga ...	1854	80	...	...	80	55	53
...	Nyamti ...	1869	63	5	...	68	57	45
			291	2 2	1	314	265	224
...	Banavara ...	1865	40	8	...	48	31	30
...	Kadoor ...	1865	36	...	...	36	30	27
...	Biruru ...	1867	40	...	...	40	31	30
...	Tarikere ...	1867	43	...	...	43	35	26
...	Chikkamagaluru	1865	5	1	...	6	5	6
...	Sakrepatna	1869	26	...	...	26	14	20
...	Yedahalli ...	1870	27	2	...	29	26	20
			217	11	...	228	182	149
...	Chituldroog	1865	20	2	...	22	20	20
...	Harihara ...	1865	40	2	...	42	21	18
...	Hosadurga	1866	32	7	...	39	23	31
...	Pavagada ...	1866	25	5	...	30	22	16
...	Davanagere	1868	44	6	...	50	50	45
...	Huliyara ...	1869	38	3	...	41	39	36
...	Molakalumuru	1869	15	...	...	15	14	12
...	Jagaluru ...	1869	17	...	...	17	15	12
			231	25	...	256	204	190
...	Toomkoor...	1863	...	62	...	62	58	44
...	Mysore ...	1855	...	13	...	13	[illegible]	10
...	Kolar ...	1865	...	70	...	70	[illegible]	5
...	Chituldroog	1867	2	18	...	20	16	15
			2	163	...	165	152	124
	Grand Total......		2,527	341	12	2,880	2,419	2,100

...E OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NANDIDROOG, *24th May* 1870.

Digitized by Google

10 A	10 B
Number of Pu[pils] studying in ea[ch] … end of …	
English.	Kanarese.
...	50
...	32
...	45
...	39
...	80
...	68
...	314
...	48
...	36
...	40
...	43
...	6
...	26
...	29
...	228
...	22
...	42
...	39
...	30
...	50
...	41
...	15
...	17
...	256
...	...
...	...
...	...
...	...
...	...
...	...
...	2,679

21			22			23			24			25			26			
[Char]ges during the year.						Difference.						Annual Cost of educating each Pupil.						Remarks.
Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.			
...	...	...	459	0	0	84	14	8	...	...	...	10	6	11	8	8	0	
11	2	0	354	7	3	63	8	3	...	...	...	11	13	0	9	11	2	
...	...	...	454	0	0	69	6	3	...	...	...	11	5	7	9	9	10	
...	...	...	504	0	0	51	9	10	...	...	...	12	14	9	11	9	7	
...	...	...	222	11	4	113	7	0	...	...	...	4	0	7	1	15	9	
22	8	0	388	8	0	66	3	4	...	...	...	6	13	1	5	10	6	
33	10	0	2,382	10	7	449	1	4	...	...	...							
44	8	0	476	8	0	47	6	10	...	...	...	15	5	11	13	13	5	
13	4	0	371	4	0	50	7	3	...	...	...	12	6	0	10	11	1	
...	...	...	432	0	0	57	8	6	...	...	...	13	14	5	12	1	3	
...	...	...	336	0	0	44	10	6	...	...	...	9	9	7	8	5	2	
...	...	...	258	0	0	28	4	0	...	...	...							
22	8	0	298	8	0	46	8	11	...	...	...	12	7	0	10	7	11	
15	0	0	64	6	2	23	0	6	...	...	...	2	7	7	1	9	5	
95	4	0	2,236	10	2	297	14	6	...	...	...							
...	...	...	180	0	0	48	14	0	...	...	...	9	0	0	6	9	8	
21	6	0	213	6	0	37	8	6	...	...	...	10	2	6	8	5	11	
34	0	0	406	0	0	57	12	5	...	...	...	17	10	5	15	2	2	
102	14	6	378	14	6	36	15	10	...	...	...	17	3	6	15	8	8	
20	4	0	391	3	9	87	4	8	...	...	..	7	13	2	6	1	3	
...	...	...	306	0	0	40	1	11	...	...	...	7	13	5	6	12	10	
21	4	0	333	4	0	38	12	9	...	...	...	23	12	10	21	0	6	
19	14	0	111	14	0	21	11	6	...	...	...	7	7	4	6	0	2	
219	10	6	2,320	10	3	369	1	7	...	...	...							
...	...	...	251	1	7	58	14	0	...	...	...	4	5	3	3	5	0	
...	...	...	120	0	0	9	7	0	...	...	...	9	3	8	8	8	1	
...	...	...	487	0	0	71	14	10	...	...	...	7	7	10	6	6	2	
...	...	...	180	0	0	20	7	0	...	...	...	11	4	0	9	15	6	
...	...	...	1,038	1	7	160	10	10	...	...	...							
1,541	11	0	23,249	8	0	3,427	12	1	...	...	...							

J. GARRETT,

Director of Public Instruction.

Digitized by Google

1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Hindu Girls' School	Bangalore	1868	40	...	...	40	38	33
" " "	Chintamani	1868	35	...	...	35	30	28
" " "	Srinivaspura. ...	1868	18	...	...	18	16	17
" " "	Magadi	1869	28	...	...	28	28	22
" " "	Hassan	1870	15	...	...	15	15	15
		Total...	136	...	...	136	127	115

General Normal School. ...	Bangalore	1861	34	14	1	49	48	41
Hobli Normal School	Nandidroog Division ...	1868	147	...	...	147	147	147
Do do	Ashtagram Division ...	1868	81	...	...	81	81	81
Do do	Nagar Division ...	1868	66	...	...	66	66	66
Engineering School	Bangalore	1860	15	...	7	22	31	30
		Total...	343	14	8	365	373	365

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *24th May* 1870.

Digitized by Google

10 A	10 B	10 C	10 D	23			24			25			26			
Number of Pupils on the … studying in each language at … of the year.				Difference.						Annual Cost of educating each Pupil.						Remarks.
English.	Kanarese.	Hindustani.	Telugu.	Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
...	40	...	...	24	9	0	...	...	...	13	4	10	12	10	6	
...	35	...	...	...	...	...	...	...	...	10	9	8	10	9	8	
...	18	...	...	...	...	...	...	...	...	21	6	6	21	6	6	
...	28	...	...	...	...	...	...	...	...	3	4	7	3	4	7	The Head Master of the Kanarese Boys' School at Hassan had temporary charge of the school from the 15th of March 1870.
...	15	...	...	...	...	...	...	...	...							
...	136	...	...	24	9	0	...	...	...							
11	24	14	...	...	...	...	...	...	...	100	0	3	100	0	3	
...	147	...	...	...	...	...	...	...	...	28	6	9	28	6	9	
...	81	...	...	...	...	...	...	...	...	23	6	6	23	6	6	
...	66	...	...	...	...	...	...	...	...	25	3	6	25	3	6	
22	...	...	...	385	8	0	...	...	...	168	9	3	156	2	11	
33	318	14	...	385	8	0	...	...	...							

J. GARRETT,

Director of Public Instruction.

Digitized by Google

No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1 Number.	District.	2 TALOOK.	3 HOBLI.	4 Village in which School is established.
			NANDIDROOG DIVISION.	
1	BANGALORE DISTRICT.	Hosakote ...	... Gubbi ...	... Biduruhalli ...
2		Do ...	... Hulluru ...	... Hulluru ...
3		Do ...	... Kadgodi ...	... Kadgodi ...
4		Do ...	... Sulibele ...	... Sulibele ...
5		Do ...	... Vagatta ...	... Vagatta ...
6		Do ...	... Hosakote ...	... Lakkondahalli ...
7		Do ...	... Nandagudi ...	... Hindiganalu ...
8		Devanahalli ...	... Budigere ...	... Budigere ...
9		Do ...	... Jangamakote ...	... Jangamakote ...
10		Do ...	... Vadigenahalli ...	... Mailuru ...
11		Do ...	... Kallahalli ...	... Kyalanuru ...
12		Do ...	... Channarayapatna ...	... Channarayapatna ...
13		Do ...	... Kundana ...	... Kundana ...
14		Dodda Ballapura	... Rajagatta ...	... Rajagatta ...
15		Do ...	... Hulikunte ...	... Chikka Belavangala
16		Do ...	... Tubagere ...	... Tubagere ...
17		Do ...	... Tippuru ...	... Hanabe ...
18		Do ...	... Kodihalli ...	... Marasandra ...
19		Do ...	... Honnavara ...	... Honnavara ...
20		Nelamangala ...	... Beguru ...	... Beguru ...
21		Do ...	... Mailanahalli ...	... Hesaragatta ...
22		Do ...	... Tyamagondal ...	... Billanakote ...
23		Do ...	... Sondekoppa ...	... Mantalu ...
24		Do ...	... Dodda Bele ...	... Dodda Bele ...
25		Sarjapura ...	... Beguru ...	... Beguru ...
26		Do ...	... Warturu ...	... Gajanuru ...
27		Do ...	... Mugalugere ...	... Mugalugere ...
28		Yelahanka ...	... Jala ...	... Bettahalasuru ...
29		Do ...	... Krishnarajapura ...	... Krishnarajapura ...
30		Do ...	... Yelahanka ...	... Banavara ...
31		Bangalore ...	... Agara ...	... Agara ...
32		Do ...	... Yeshavantapura ...	... Hebbala ...
33		Anekallu ...	... Attibele ...	... Attibele ...
34		Do ...	... Anekallu ...	... Jigani ...
35		Magadi ...	... Kuduru ...	... Kuduru ...
36		Closepete ...	... Makali ...	... Jalavangala ...
37		Kengeri ...	... Kengeri ...	... Kengeri ...
38		Do ...	... Tavarekere ...	... Tavarekere ...
39		Channapatna ...	... Channapatna ...	... Mailnayakanahalli ...

Digitized by Google

4.

ENERAL EDUCATION.

OBLI SCHOOLS.

nding 31*st March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
lay 1869 ...	22	...	...	22	22	22	...	75	14	0	
Do ...	10	...	...	10	10	10	...	75	14	0	
Do ...	26	...	...	26	26	26	...	65	6	0	
Do ...	30	...	...	30	30	30	...	75	14	0	
Do ...	29	...	...	29	29	29	...	75	14	0	
lovember 1869 ...	20	...	...	20	20	20	...	35	0	0	
ctober 1869 ...	42	...	...	42	42	42	...	41	11	9	
lay 1869 ...	71	...	...	71	71	71	...	75	13	11	
Do ...	35	...	...	35	35	35	...	75	14	0	
Do ...	29	...	...	29	29	29	...	75	14	0	
Do ...	30	...	...	30	30	30	...	75	14	0	
Do ...	15	...	...	15	15	15	...	75	14	0	
Do ...	16	...	...	16	16	16	...	75	13	11	
Do ...	20	...	...	20	20	20	...	75	13	11	
Do ...	26	...	...	26	26	26	...	75	14	0	
)ctober 1869 ...	18	...	...	18	18	18	...	45	11	8	
Do ...	25	...	...	25	25	25	...	35	5	6	
Do ...	31	...	...	31	31	31	...	45	11	8	
larch 1870 ...	18	...	...	18	18	18	...	...	...	...	
eptember 1869 ...	31	...	...	31	31	31	...	75	13	10	
uly 1869 ..	23	...	...	23	23	23	...	59	11	8	
lay 1869 ...	24	...	...	24	24	24	...	75	13	10	
)ctober 1869 ...	30	...	...	30	30	30	...	45	11	8	
eptember 1869 ...	32	...	...	32	32	32	...	45	11	8	
lay 1869 ...	26	...	...	26	26	26	...	75	13	8	
larch 1870 ...	18	...	...	18	18	18	...	...	...	...	
Do ...	19	...	...	19	19	19	...	...	...	...	
lay 1869 ...	32	...	...	32	32	32	...	75	11	0	
Do ...	15	...	...	15	15	15	..	75	11	0	
eptember 1869 ...	22	...	...	22	22	22	...	45	11	8	
)ctober 1869 ...	28	...	...	28	28	28	...	45	11	8	
Do ...	19	...	...	19	19	19	...	45	11	8	
lay 1869 ...	41	...	...	41	41	41	...	75	13	11	
larch 1870 ...	20	...	...	20	20	20	...	...	...	...	
eptember 1869 ...	44	...	...	44	44	44	...	45	13	11	
lay 1869 ...	28	...	...	28	28	28	...	75	13	11	
Do ...	51	...	...	51	51	51	...	75	13	9	
Do ...	20	...	...	20	20	20	...	75	14	0	
larch 1870 ...	18	...	...	18	18	18	...	...	...	...	
	1,504	...	...	1,504	1,504	1,504	...	2,196	1	2	

Digitized by Google

No. 4

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hobli.	Village in which School is established.
40	Kolar District	Kolar	Utturu	Devarayasamudra
41		Do	Harati	Chamarahalli
42		Do	Vakaleri	Vakaleri
43		Do	Muduvadi	Muduvadi
44		Do	Sugaturu	Suguturu
45		Do	Holuru	Holuru
46		Do	Vemagallu	Vemagallu
47		Do	Kolar	Kam denahalli
48		Betmangala	Budikote	Budikote
49		Do	Dasarahosalli	Uriga ...
50		Do	Betmangala	Betmangala
51		Do	Kamasandra	Kamasandra
52		Do	Ramasagara	Sundrapalya
53		Do	Kyasamballi	Kyasamballi
54		Do	Sulikunte	Sulikunte
55		Do	Tayaluru	Tayaluru
56		Maluru	Maluru	Maluru
57		Do	Tyakallu	Tyakallu
58		Do	Kudinuru	Kudinuru
59		Do	Hulibele	Koppa...
60		Do	Narasapura	Sivarapatna
61		Do	Hulidenahalli	Hulidenahalli
62		Do	Masti ...	Masti ...
63		Do	Lakkuru	Lakkuru
64		Srinivaspura	Yaladuru	Yaladuru
65		Do	Srinivaspura	Nagadenahalli
66		Do	Adagallu	Adagallu
67		Do	Nambihalli	Chaldiganahalli
68		Do	Ronuru	Ronuru
69		Do	Dalasanuru	Dalasanuru
70		Do	Somayajalapalli	Somayajalapalli
71		Do	Nelavanki	Nelavanki
72		Sidlaghatta	Chilakalanerpu	Chilakalanerpu
73		Do	Munganahalli	Munganahalli
74		Do	Basettihalli	Kethhalli
75		Do	Sadali	Timmasandra
76		Do	Malur	Kundalagurki
77		Do	Koralaparti	Papatimmanahalli
78		Do	Sidlaghatta	Ganjigunte
79		Do	Bagatarahalli	Malamachinahalli
80		Ambajidurga	Keivara	Keivara
81		Do	Kuruburu	Anuru ...
82		Do	Muragamale	Muragamale

Digitized by Google

(Continued.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31*st* *March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
February 1869 ...	12	...	...	12	12	12	...	84	0	0	
May 1869 ...	22	...	...	22	22	22	...	82	0	0	
Do ...	18	...	...	18	18	18	...	74	4	3	
Do ...	20	...	...	20	20	20	...	77	0	0	
February 1869 ...	18	...	...	18	18	18	...	84	0	0	
Do ...	11	...	...	11	11	11	...	84	0	0	
May 1869 ...	15	...	...	15	15	15	...	77	0	0	
October 1869 ...	14	...	...	14	14	14	...	38	8	0	
May 1869 ...	14	...	...	14	14	14	...	72	0	0	
February 1869 ...	11	...	...	11	11	11	...	84	0	0	
June 1869 ...	9	...	...	9	9	9	...	70	0	0	
October 1869 ...	18	...	...	18	18	18	...	45	8	0	
Do ...	20	...	...	20	20	20	...	38	11	8	
February 1869 ...	11	...	...	11	11	11	...	84	0	0	
May 1869 ...	25	...	...	25	25	25	...	82	0	0	
February 1869 ...	29	...	...	29	29	29	..	84	0	0	
May 1869 ...	32	...	...	32	32	32	..	77	0	0	
Do ...	12	...	...	12	12	12	...	77	0	0	
Do ...	25	...	...	25	25	25	...	77	0	0	
February 1869 ...	23	...	...	23	23	23	...	84	0	0	
May 1869 ...	27	...	...	27	27	27	...	70	0	0	
February 1869 ...	19	...	...	19	19	19	...	84	0	0	
April 1869 ...	24	...	...	24	24	24	...	77	0	0	
February 1869 ...	48	...	...	48	48	48	...	84	0	0	
Do ...	20	...	...	20	20	20	...	84	0	0	
November 1869 ...	15	...	...	15	15	15	...	45	11	9	
October 1869 ...	25	...	...	25	25	25	...	42	0	0	
February 1869 ...	25	...	...	25	25	25	...	84	0	0	
October 1869 ...	15	...	...	15	15	15	...	45	0	0	
May 1869 ...	25	...	...	25	25	25	...	77	0	0	
Do ...	17	...	...	17	17	17	...	77	0	0	
October 1869 ...	16	...	...	16	16	16	...	42	0	0	
February 1869 ...	14	...	...	14	14	14	...	84	0	0	
October 1869 ...	12	...	...	12	12	12	...	45	8	0	
Do ...	20	...	...	20	20	20	...	45	8	0	
Do ...	16	...	...	16	16	16	...	45	8	0	
November 1869 ...	14	...	...	14	14	14	...	45	8	0	
October 1869 ...	17	...	...	17	17	17	...	45	8	0	
March 1870 ...	20	...	...	20	20	20	...	...	...	...	
Do ...	16	...	...	16	16	16	...	...	...	...	
February 1869 ...	25	...	...	25	25	25	...	84	0	0	
January 1869 ...	9	...	...	9	9	9	...	84	0	0	
April 1869 ...	36	...	...	36	36	36	...	77	0	0	

Digitized by Google

No. 4

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1 Number.	District.	2 Talook.	3 Hobli.	4 Village in which School is established.
83	Kolar District.	Ambajidurga ...	...Ambajidurga ...	...Chandrahalli ...
84		Do ...	...Irgampalli ...	...Irgampalli ...
85		Do ...	...Chintamani ...	...Ganjuru ...
86		Chikka Ballapura	...Avati ...	...Avati ...
87		Do ...	...Nandi ...	...Nandi ...
88		Do ...	...Manchinabele ...	...Manchinabele ...
89		Do ...	...Perasandra ...	...Perasandra ...
90		Do ...	...Purnasagara ...	...Ketenahalli ...
91		Do ...	...Manchenahalli ...	...Manchenahalli ...
92		Mulabagalu ...	...Duggasandra ...	...Agara ...
93		Do ...	...Nangali ...	...Nangali ...
94		Do ...	...Avani ...	...Kottamangala ...
95		Do ...	...Uttunuru ...	...Uttunuru ...
96		Do ...	...Bairakuru ...	...Bairakuru ...
97		Do ...	...Mailanayakanahalli.	...Mailanayakanahalli...
98		Do ...	...Mulabagalu ...	...Kappalmadagu ...
99		Gudibanda ...	...Somenahalli ...	...Somenahalli ...
100		Do ...	...Gudibanda ...	...Hampasandra ...
101		Do ...	...Madikallu ...	...Madikallu ...
102		Do ...	...Darinayakanapalya.	...Darinayakanapalya ...
103		Gumanayakanapalya	...Mittemari ...	...Mittemari ...
104		Do ...	...Cheluru ...	...Cheluru ...
105		Do ...	...Chakavalli ...	...Chakavalli ...
106		Do ...	...Guluru ...	...Guluru ...
107		Do ...	...Yellampalli ...	...Yellampalli ...
108		Goribidanuru ...	...Hosuru ...	...Hosuru ...
109	Toomkoor District.	Toomkoor ...	...Toomkoor ...	...Arekere ...
110		Do ...	...Uradigere ...	...Uradigere ...
111		Do ...	...Guluru ...	...Guluru ...
112		Do ...	...Honnudike ...	...Hobasigere ...
113		Do ...	...Kora ...	...Kesturu ...
114		Do ...	...Bellavi ...	...Bellavi ...
115		Do ...	...Cheluru ...	...Bidare ...
116		Turivekere ...	...Hichanuru ...	...Hichanuru ...
117		Do ...	...Nonavinakere ...	...Nonavinakere ...
118		Do ...	...Dandinasivara ...	...Dandinasivara ...
119		Do ...	...Turivekere ...	...Maniuru ...
120		Maddagiri ...	...Puravara ...	...Byalya ...
121		Do ...	...Itikadibbanahalli ...	...Itikadibbanahalli ...
122		Do ...	...Maddagiri ...	...Ganjalagunte ...

Digitized by Google

Continued.)

ENERAL EDUCATION.

OBLI SCHOOLS.

ding 31st March 1869—70.

5	6	7	8	9	10	11	12	13			
	Number of Pupils on the Rolls at the end of the year.					Number of Pupils studying in each language.					
When established.	Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily.	Kanarese.	Telugu.	Total Annual Cost.			REMARKS.
April 1869 ...	16	...	...	16	16	16	...	75	0	0	
Do ...	26	...	...	26	26	26	...	77	0	0	
February 1869 ...	20	...	...	20	20	20	...	84	0	0	
Do ...	36	...	...	36	36	36	...	84	0	0	
Do ...	20	...	...	20	20	20	...	84	0	0	
April 1869 ...	29	...	...	29	29	29	...	77	0	0	
October 1869 ...	30	...	...	30	30	30	...	45	11	9	
Do ...	12	...	...	12	12	12	...	45	11	9	
March 1870 ...	18	...	...	18	18	18	...	...	...	...	
February 1870 ...	11	...	...	11	11	11	...	84	0	0	
Do ...	12	...	...	12	12	12	...	46	10	9	
October 1869 ...	18	...	...	18	18	18	...	66	0	0	
May 1869 ...	16	...	...	16	16	16	...	77	0	0	
March 1870 ...	18	...	...	18	18	18	...	...	...	...	
Do ...	20	...	...	20	20	20	...	...	...	...	
Do ...	16	...	...	16	16	16	...	...	...	...	
May 1869 ...	18	...	...	18	18	18	...	77	0	0	
February 1869 ...	20	...	...	20	20	20	...	84	0	0	
March 1870 ...	18	...	...	18	18	18	...	...	...	...	
Do ...	20	...	...	20	20	20	...	...	...	...	
October 1869 ...	40	...	...	40	40	40	...	45	1	8	
Do ...	18	...	...	18	18	18	...	45	8	0	
March 1870 ...	15	...	...	15	15	15	...	...	...	...	
Do ...	20	...	...	20	20	20	...	...	...	...	
Do ...	20	...	...	20	20	20	...	...	...	...	
Do ...	20	...	...	20	20	20	...	...	...	...	
	1,361	...	...	1,361	1,361	1,361	...	3,941	15	7	
May 1869 ...	24	...	...	24	24	24	...	75	13	11	
Do ...	36	...	...	36	36	36	..	75	13	11	
Do ...	50	...	...	50	50	50	...	75	13	11	
March 1869 ...	22	...	...	22	22	22	...	84	0	0	
Do ...	17	...	...	17	17	17	...	84	0	0	
September 1869 ...	80	...	...	80	80	80	...	45	8	0	
March 1870 ...	30	...	...	30	30	30	...	2	4	1	
May 1869 ...	33	...	...	33	33	33	...	75	13	11	
March 1870 ...	20	...	...	20	20	20	...	2	4	1	
May 1869 ...	30	...	...	30	30	30	...	75	13	11	
March 1870 ...	20	...	...	20	20	20	...	2	4	1	
May 1869 ...	11	...	...	11	11	11	...	75	13	11	
Do ...	18	...	..	18	18	18	...	75	13	11	
September 1869 ...	35	...	...	35	35	35	...	45	8	0	

Digitized by Google

INSTITUTIONS FOR

Government

Annual Return for the year

Number. (1)	District.	Talook. (2)	Hobli. (3)	Village in which School is established. (4)
123	Toomkoor Dt.	Maddagiri ...	...Dodderi ...	...Dodderi ...
124		Sira ...	...Naduru ...	...Hosuru ...
125		Do ...	...Baraguru ...	...Baraguru ...
126		Do ...	...Kallambelle ...	...Chikkanayakanahalli
127		Do ...	...Hulikunte ...	...Hulikunte ...
128		Chikkanayakanahalli	...Hagalavadi ...	...Hagalavadi ...
129		Kunigallu ...	...Yediyuru ...	...Nagasandra ...
130		Honnavalli ...	...Tipaturu ...	...Madihalli ...
131		Kadaba ...	...Ariyuru ...	...Ariyuru ...
			Ashtagram Division	
132	Mysore District.	Mysore ...	...Mysore ...	...Paduvarahalli ...
133		Do ...	...Lingambudi ...	...Hinikallu ...
134		Do ...	...Ilavala ...	...Ilavala ...
135		Do ...	...Ananduru ...	...Sagarakatte ...
136		Do ...	...Kudlahalli ...	...Sollepura ...
137		Do ...	...Sindluvalli ...	...Airavalli ...
138		Patna Ashtagram	...Kyatanahalli ...	...Kyatanahalli ...
139		Do ...	...Haravu ...	...Haravu ...
140		Do ...	...Kiranguru ...	...Hirode ...
141		Do ...	...Arikere ...	...Arikere ...
142		Do ...	...Bannuru ...	...Bannuru ...
143		Do ...	...Tirumalasagara ...	...Tirumalasagara ...
144		Do ...	...Bevinahalli ...	...Kallukuni ...
145		Mandya ...	...Mandya ...	...Satanuru ...
146		Do ...	..Yaliyuru ...	...Holalu ...
147		Do ...	...Dudda ...	...Mudugunduru ...
148		Do ...	...Muttegere ...	...Muttegere ...
149		Do ...	...Basaralu ...	...Basaralu ...
150		Yadatore ...	...Tippuru ...	...Tippuru ...
151		Do ...	...Byadrahalli ...	...Byadrahalli ...
152		Do ...	...Haradanahalli ...	...Haradanahalli ...
153		Do ...	...Saligrama ...	...Saligrama ...
154		Do ...	...Mirle ...	...Mirle ...
155		Chamarajanagara	...Chamarajanagara ...	...Ramasamudra ...
156		Do ...	...Kagalavadi ...	...Saraguru ...
157		Do ...	...Aluru ...	...Homma ...
158		Do ...	...Santemarahalli ...	...Bagali ...
159		Do ...	...Dasanuru ...	...Karya ...
160		Nanjanagudu ...	...Badanakuppe ...	...Badanakuppe ...

Digitized by Google

'(*Continued.*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
March 1870 ...	20	...	...	20	20	20	...	2	4	1	
March 1869 ...	50	...	...	50	50	50	...	84	0	0	
Do ...	25	...	...	25	25	25	...	84	0	0	
May 1869 ...	48	...	...	48	48	48	...	77	1	8	
March 1870 ...	20	...	...	20	20	20	...	2	4	1	
March 1869 ...	50	...	...	50	50	50	...	84	0	0	
Do ...	39	...	...	39	39	39	...	84	0	0	
September 1869 ...	20	...	...	20	20	20	...	45	8	0	
March 1870 ...	15	...	...	15	15	15	...	2	4	1	
	713	...	...	713	713	173	...	1,261	3	7	
		...	...				...				
		...	...				...				
February 1870 ...	21	...	...	21	21	21	...	6	8	9	
May 1869 ...	12	...	...	12	12	12	..	73	2	7	
December 1869 ...	16	...	...	16	16	16	..	22	9	0	
April 1869 ...	10	...	...	10	10	10	...	75	13	11	
December 1869 ...	28	...	...	28	28	28	...	22	2	1	
February 1870 ...	15	...	...	15	15	15	...	8	8	0	
February 1869 ...	42	...	...	42	42	42	...	84	0	0	
May 1869 ...	23	...	...	23	23	23	...	75	10	3	
October 1869 ...	41	...	...	41	41	41	...	42	0	0	
May 1869 ...	18	...	...	18	18	18	...	75	10	3	
April 1869 ...	20	...	...	20	20	20	...	77	14	11	
December 1869 ...	19	...	...	19	19	19	...	28	0	0	
Do	10	...	...	10	10	10	...	28	0	0	
May 1869 ...	36	...	...	36	36	36	...	77	0	0	
December 1869 ...	19	...	...	19	19	19	...	15	5	8	
February 1869 ...	32	...	...	32	32	32	...	84	0	0	
Do ...	14	...	...	14	14	14	...	84	0	0	
Do ...	28	...	...	28	28	28	...	84	0	0	
February 1870 ...	8	...	...	8	8	8	...	14	0	0	
Do	41	...	...	41	41	41	...	84	0	0	
April 1869 ...	16	...	...	16	16	16	...	77	14	11	
Do ...	43	...	...	43	43	43	...	77	14	11	
February 1869 ...	34	...	...	34	34	34	...	84	0	0	
April 1869 ...	18	...	...	18	18	18	...	77	14	11	
February 1869 ...	29	...	...	29	29	29	...	84	0	0	
February 1870 ...	12	...	...	12	12	12	...	14	0	0	
April 1869 ...	23	...	...	23	23	23	...	77	14	11	
February 1870 .	15	...	...	15	15	15	...	14	0	0	
February 1869 ...	18	...	...	18	18	18	...	84	0	0	

Digitized by Google

No. 4

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1 Number.	District.	2 TALOOK.	3 HOBLI.	4 Village in which School is established.
161	Mysore District.	Nanjanagudu	Hedatale	Hedatale
162		Do	Hura	Haginavalu
163		Do	Kalale	Kalale
164		Mysore Ashtagram	Palahalli	Palahalli
165		Do	Balagula	Balagula
166		Do	Chandugalu	Chandugalu
167		Talakadu	Talakadu	Talakadu
168		Do	Muguru	Muguru
169		Gundlupete	Haradanahalli	Haradanahalli
170		Do	Tirukanambi	Tirukanambi
171		Madduru	Tippuru	Hondalagere
172		Mallavalli	Kirugavalu	Kirugavalu
173		Yalanduru	Madduru	Madduru
174		Heggadadevanakote	Antarasante	Marali
175		Periyapatna	Periyapatna	Periyapatna
176		Patna Ashtagram	Seringapatam	Seringapatam
177	Hassan District.	Hassan	Saligame	Saligami
178		Do	Madihalli	Madihalli
179		Do	Hassan	Buvanahalli
180		Do	Grama	Grama
181		Beluru	Norwe	Gonibidu
182		Do	Mailapalu	Senivarpete
183		Do	Adaguru	Adaguru
184		Do	Andale	Haltore
185		Arakalagudu	Hanasoge	Hanasoge
186		Do	Krishnarajakatte	Rudrapatna
187		Do	Konnanuru	Konnanuru
188		Attikuppa	Santebachahalli	Santebachahalli
189		Do	Attikuppa	Hosaholalu
190		Do	Sindhughatta	Sindhughatta
191		Nagamangala	Bhimanahalli	Devalapura
192		Do	Mannahalli	Chinnevu
193		Maharajanadurga	Ponnatapura	Ponnatapura
194		Do	Goruru	Goruru
195		Narsipura	Mavinakere	Halekote
196		Do	Madapura	Madapura
197		Sakalespura	Uggehalli	Uggehalli

Digitized by Google

(Continued.)

GENERAL EDUCATION.

Hobli Schools.

ending 31st *March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
February 1870 ...	17	...	...	17	17	17	...	14	0	0	
Do ...	4	...	...	4	4	4	...	14	0	0	
February 1869 ...	37	...	...	37	37	37	...	84	0	0	
April 1869 ...	21	...	...	21	21	21	...	77	14	11	
May 1869 ...	11	...	...	11	11	11	...	75	10	3	
April 1869 ...	46	...	...	46	46	46	...	77	14	11	
February 1869 ...	30	...	...	30	30	30	...	84	0	0	
May 1869 ...	22	...	...	22	22	22	...	75	10	3	
April 1869 ...	20	...	...	20	20	20	...	77	14	11	
Do ...	37	...	...	37	37	37	...	77	14	11	
December 1869 ...	30	...	...	30	30	30	...	28	0	0	
May 1869 ...	5	...	...	5	5	5	...	75	10	3	
Do ...	21	...	...	21	21	21	...	73	6	2	
February 1869 ...	13	...	...	13	13	13	...	84	0	0	
Do ...	42	...	...	42	42	42	...	84	0	0	
Do ...	41	...	...	41	41	41	...	84	0	0	
	1,058	...	...	1,058	1,058	1,058	...	2,742	1	8	
March 1869 ...	23	...	...	23	23	23	...	84	0	0	
Do ...	16	...	...	16	16	16	...	84	0	0	
May 1869 ...	21	...	...	21	21	21	...	73	8	0	
March 1869 ...	29	...	...	29	29	29	...	84	0	0	
Do ...	18	...	...	18	18	18	...	84	0	0	
Do ...	29	...	...	29	29	29	...	84	0	0	
Do ...	14	...	...	14	14	14	...	84	0	0	
May 1869 ...	15	...	...	15	15	15	...	77	14	11	
March 1869 ...	33	...	...	33	33	33	...	84	0	0	
Do ...	30	...	...	30	30	30	...	84	0	0	
December 1869 ...	38	...	...	38	38	38	...	42	0	0	
March 1869 ...	27	...	...	27	27	27	...	84	0	0	
November 1869 ...	30	...	...	30	30	30	...	42	0	0	
March 1870 ...	26	...	...	26	26	26	...	14	0	0	
March 1869 ...	29	...	...	29	29	29	...	84	0	0	
January 1870 ...	26	...	...	26	26	26	...	28	0	0	
March 1869 ...	23	...	...	23	23	23	...	84	0	0	
February 1870 ...	23	...	...	23	23	23	...	14	0	0	
March 1869 ...	38	...	...	38	38	38	...	84	0	0	
May 1869 ...	21	...	...	21	21	21	...	77	14	11	
March 1869 ...	26	...	...	26	26	26	...	84	0	0	
	535	...	..	535	535	535	...	1,461	5	10	

Digitized by Google

No.

INSTITUTIONS FO

GOVERNMEN

Annual Return for the yea

1		2	3	4
Number.	District.	TALOOK.	HOBLI.	Village in which School is established.
			NAGAR DIVISION.	
198	SHIMOGA DISTRICT.	Shimoga ...	... Holehonnuru ...	.. Kodamaggi ...
199		Do ...	... Anaveri ...	... Gudamaghatta ...
200		Do ...	... Ayanuru ...	... Ayanuru ...
201		Do ...	... Kudli ...	... Pillangere ...
202		Do ...	... Gajinuru ...	... Gajinuru ...
203		Shikaripura ...	... Shikaripura ...	... Beguru ...
204		Do ...	... Udugani ...	... Siralkoppa ...
205		Do ...	... Jamburu ...	... Muchadi ...
206		Do ...	... Mugulagere ...	... Mugulagere ...
207		Do ...	... Belagavi ...	... Belagavi ...
208		Chennagiri ...	... Nalluru ...	... Nalluru ...
209		Do ...	... Hodiggere ...	... Hodiggere ...
210		Honnali ...	... Kumsi ...	... Kumsi ...
211		Anantapura ...	... Masaruru ...	... Binnavalli ...
212		Kavaledurga ...	... Thirthahalli ...	... Tirtahalli ...
213		Sagara ...	... Talakuppa ...	.. Tiruvante ...
214	KADOOR DISTRICT.	Chikkamagaluru	... Hiremagaluru ...	... Hiremagaluru ...
215		Do ...	... Kalasapura ...	... Kalasapura ...
216		Do ...	... Malaluru ...	... Malaluru ...
217		Do ...	... Lakke ...	... Lakke ...
218		Do ...	... Mattavara ...	... Mattavara ...
219		Do ...	... Karagatta ...	... Karagatta ...
220		Wastara ...	... Anuru ...	... Anuru ...
221		Do ...	... Adavalli ...	... Balehonnuru ...
222		Do ...	... Kadagalanadu ...	... Haravinakere ...
223		Do ...	... Bidaranadu ...	... Chikkamagaravalli
224		Kadoor ...	... Patnagere ...	... Patnagere ...
225		Banavara ...	... Javagallu ...	... Javagallu ...
226	CHITG. DT.	Chituldroog ...	... Siddavanahalli ...	... Siddavanahalli ...
227		Do ...	... Chitrahalli ...	... Godabanahal ...
228		Do ...	... Chituldroog ...	... Rangappanahalli ...
229		Do ...	... Turavanuru ...	... Turavanuru ...
230		Do ...	... Thalya ...	... Thalya ...
231		Pavagada ...	... Mugadalbetta ...	... Arasikere ...

Digitized by Google

'Continued.)

ƷENERAL EDUCATION.

ƷOBLI SCHOOLS.

nding 31*st March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
larch 1869 ...	40	...	...	40	40	40	...	84	0	0	
Do ...	26	...	...	26	26	26	...	84	0	0	
eptember 1869 ...	37	...	...	37	37	37	...	46	3	2	
larch 1870 ...	21	...	...	21	21	21	...	7	0	0	
Do ...	30	...	...	30	30	30	...	7	0	0	
larch 1869 ...	18	...	...	18	18	18	...	84	0	0	
eptember 1869 ...	39	...	...	39	39	39	...	46	3	2	
Do ...	19	...	...	19	19	19	...	46	3	2	
larch 1870 ...	20	...	...	20	20	20	...	7	0	0	
Do ...	25	...	...	25	25	25	...	7	0	0	
larch 1869 ...	29	...	...	29	29	29	...	84	0	0	
larch 1870 ...	20	...	...	20	20	20	...	7	0	0	
larch 1869 ...	87	...	...	87	87	87	...	84	0	0	
larch 1870 ...	22	...	...	22	22	22	..	7	0	0	
Do ...	23	...	...	23	23	23	..	7	0	0	
Do ...	20	...	...	20	20	20	...	7	0	0	
	476	...	...	476	476	476	...	614	9	6	
larch 1869 ...	30	...	...	30	30	30	...	79	14	11	
Do ...	29	...	...	29	29	29	...	79	14	11	
Do ...	22	...	...	22	22	22	...	79	14	11	
Do ...	22	...	..	22	22	22	...	79	14	11	
Do ...	31	...	...	31	31	31	...	79	14	11	
lovember 1869 ...	33	...	...	33	33	33	...	21	0	0	
anuary 1870 ...	13	...	...	13	13	13	...	44	15	0	
larch 1869 ...	14	...	...	14	14	14	...	16	15	0	
eptember 1869 ...	25	...	...	25	25	25	...	26	13	2	
larch 1870 ...	15	...	...	15	15	15	...	...	...	...	
larch 1869 ...	13	...	...	13	13	13	...	79	14	11	
Do ...	15	...	...	15	15	15	...	65	14	11	
	262	...	...	262	262	262	...	655	3	7	
pril 1869 ...	37	...	...	37	37	37	...	84	0	0	
Do ...	36	...	...	36	36	36	...	84	0	0	
Do ...	31	...	...	31	31	31	...	84	0	0	
eptember 1869 ...	25	...	...	25	25	25	...	46	3	2	
larch 1870 ...	18	...	...	18	18	18	...	...	...	...	
pril 1869 ...	30	...	...	30	30	30	...	84	0	0	

Digitized by Google

No.

INSTITUTIONS

GOVERN

Annual Return for the

1		2	3	4
Number.	District.	TALOOK.	HOBLI.	Village in which School is established.
232	CHITULDROOG	Pavagada ...	Nidagallu ...	Nyayadagunte ...
233		Do ...	Pavagada ...	Kannamadi ...
234		Devanagere ...	Maikonda ...	Maikonda ...
235		Do ...	Davanagere ...	Beturu ...
236		Hosadurga ...	Baguru ...	Baguru ...
237		Dadderi ...	Jajuru ...	Jajuru ...
238		Budihalu ...	Huliyara ...	Yelnadu ...
239		Harihara ...	Kondajji ...	Kondajji ...

OFFICE OF THE D. P. I.,

NANDIDROOG, 24*th May* 1870.

Digitized by Google

(Concluded.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31*st March* 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
April 1869 ...	16	...	...	16	16	16	...	84	0	0	
March 1870 ...	22	...	...	22	22	22	...	...	...	...	
April 1869 ...	46	...	...	46	46	46	...	84	0	0	
March 1870 ...	19	...	...	19	19	19	...	...	...	...	
April 1869 ...	41	...	...	41	41	41	...	84	0	0	
April 1869 ...	14	...	...	14	14	14	...	84	0	0	
October 1869 ...	23	...	...	23	23	23	...	39	3	2	
September 1869 ...	20	...	...	20	20	20	...	46	3	2	
	378	...	...	378	378	378	...	803	9	6	* The average Cost to Government of educating each pupil in the Hobli schools is Rupees 3-5-5 per year.
Grand Total...	5,837	...	...	*5,837	5,837	5,837	...	*13,676	2	5	

J. GARRETT,

Director of P. Instruction.

Digitized by Google

1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Higher Class.								
English.								
1 Bishop Cotton's School ...	Bangalore ...	1865	...	...	100	100	71	[illegible]
2 St. Andrew's School	do ...	1866	...	...	55	55	60	[illegible]
Anglo Vernacular.								
3 London Mission Institution ...	do	1847	129	3	33	165	160	[illegible]
4 Native Educational Institution ...	do	1851	294	10	26	330	293	[illegible]
5 Wesleyan Mission School ...	Mysore	1855	233	4	6	243	200	[illegible]
		Total..	656	17	220	893	784	[illegible]
Middle Class.								
English.								
6 Cantonment Orphanage ...	Bangalore	1866	...	...	50	50	50	[illegible]
7 Ordnance School	Fort	1832	2	...	26	28	31	[illegible]
8 St. John's District School ...	Bangalore	1854	7	5	56	68	65	[illegible]
Anglo-Vernacular.								
9 London Mission Cantonment School.	do ...	1854	100	4	8	112	110	[illegible]
10 „ „ Alsur ...	do ...	1862	68	...	2	70	65	[illegible]
11 St. Joseph's Catholic Seminary Eng.	do ...	1857	10	...	99	109	72	[illegible]
12 St. Mary's Catholic Seminary ...	do ...	1854	...	...	21	21	24	[illegible]
13 St. Patrick's Catholic Seminary ...	do ...	1860	41	1	44	86	79	[illegible]
14 Boys' Orphanage	Toomkoor ...	1865	25	...	...	25	27	[illegible]
		Total..	253	10	306	569	523	[illegible]
		Grand Total. .	909	27	526	1,462	1,307	[illegible]

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Nandidroog, 24*th May* 1870.

Digitized by Google

INST

Annual

10 B	10 C	10 D		21			22			23			24			25			26			
[Nu]mber of Pupils on the [rolls lear]ning in each language at the end of the year.				...rges during the year.						Difference.						Annual Cost of educating each Pupil.						REMARKS.
Kanarese.	Hindustani.	Telugu.		Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.			
...	...	0		...	...	...	10,836	0	0	...	...	...	785	0	0	152	9	11	52	14	5	
...	...	0		...	...	...	6,701	0	0	...	...	...	650	0	0	111	13	7	40	0	0	
165	...	0		...	...	...	7,320	0	0	...	...	...	362	6	0	45	12	0	3	12	0	
320	...	0		...	...	...	7,890	0	0	...	...	...	...	.	...	26	41	10	8	3	1	
243	...	0		293	4	0	7,037	4	0	...	...	...	...	...	...	35	2	11	6	0	0	
728	...	0		293	4	0	39,784	4	0	...	...	...	1,797	6	0							
...	...	0		...	...	...	4,320	0	0	300	0	0	...	...	...	86	6	4	14	6	4	
...	...	0		25	12	1	637	12	1	10	1	11	...	...	...	20	9	2	15	7	9	
...	...	G		93	9	1	1,381	5	7	45	1	1	...	...	...	21	4	0	15	6	1	
[illegible]	...		0	...	...	...	2,904	0	0	269	12	0	...	...	...	26	6	4	3	4	4	
[illegible]	...		0	...	...	...	2,424	0	0	86	6	0	...	...	...	37	4	8	3	13	8	
[illegible]	...		0	328	7	0	3,633	9	0	...	...	...	...	...	...	50	7	5	16	10	8	
[illegible]	...		0	...	...	...	1,320	0	0	...	...	...	...	...	...	55	0	0	25	0	0	
[illegible]	...		0	170	0	0	1,860	0	0	24	0	0	...	...	...	23	8	8	12	2	5	
[illegible]	...		7	85	12	10	1,352	4	5	...	...	...	...	...	...	50	1	4	13	5	4	
261	...		1	703	9	0	19,832	15	1	735	5	0	...	...	...							
1,089	...		1	996	13	0	59,617	3	1	735	5	0	1,797	6	0							

J. GARRETT,
Director of Public Instruction.

Digitized by Google

1	2	3	4	5	6	7	
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				...he year.
			Hindus.	Mahomedans.	Others.	Total.	Total.
Lower Class.							
English.							
1 St. Mark's Ragged School ...	Bangalore ...	1864	...	...	48	[illegible]	320
Anglo-Vernacular.							
2 Blackpalli Catholic School ...	do ...	1862	7	...	95	[illegible]	1,290
3 Catholic School ...	Mysore ...	1861	83	4	101	[illegible]	620
4 Madrasa Mahammadia ...	Bangalore ...	1862	7	124	...	[illegible]	1,626
Vernacular.							
5 Blackpalli Catholic School ...	do ...	1832	20	...	140	[illegible]	260
6 Commissariat Hindustani School ...	do ...	1864	...	20	...	[illegible]	204
7 Chintamani Sanskrit do ...	Chintamani ...	1868	25	...	...	[illegible]	279
8 Chikka Ballapura do do ...	Chikka Ballapura ...	1869	54	...	...	[illegible]	325
9 Closepete Hindustani do ...	Closepete ...	1865	20	90	...	110	269
10 Chennagiri do do ...	Chennagiri ...	1868	...	36	...	[illegible]	240
11 Chetnahalli Branch do ...	Singapura ...	1868	12	7	...	[illegible]	105
12 Dodda Ballapura Hindustani do ...	Dodda Ballapura ...	1868	3	35	...	[illegible]	280
13 Gun Troop Tamil do ...	Gun Troop, Bangalore ..	1864	42	...	...	[illegible]	129
14 Hasan-ul-Madrasa do ...	Hassan ...	1865	6	39	...	[illegible]	501
15 Honnali Hindustani do ...	Honnali ...	1868	...	24	...	[illegible]	276
16 Huliyurdurga do do ...	Huliyurdurga ...	1869	2	31	...	[illegible]	257
17 Kunigallu do do ...	Kunigallu ...	1864	2	37	...	[illegible]	249
18 Kalasa Kanarese do ...	Kalasa ...	1864	8	...	...	[illegible]	54
19 Madrasa Ahmedia do ...	Srinivaspura ...	1865	...	43	...	[illegible]	516
20 Do Bowring ...	Mysore ...	1863	10	95	...	[illegible]	792
21 Do Islamia ...	Bangalore ...	1860	1	96	...	[illegible]	1,270
22 Do Islamia ...	Chintamani ...	1856	...	34	...	[illegible]	264
23 Do Ibrahim ...	Echinpalli ...	1841	...	127	...	[illegible]	258
24 Do Kudusi ...	Bangalore ...	1863	...	145	...	[illegible]	1,320
25 Do Mahammadia ...	Channapatna ...	1864	...	104	...	[illegible]	455
26 Do Mahammadia ...	French Rocks ...	1865	...	34	...	[illegible]	250
27 Do Mufid-ul-Anam ...	Bangalore ...	1861	2	46	...	[illegible]	629
28 Do Sultani ...	do ...	1866	1	90	...	[illegible]	529
29 Do Sultani ...	Hunasuru ...	1858	...	38	...	[illegible]	252
30 Melakote Sanskrit School ...	Melakote ...	1855	60	...	...	[illegible]	704
31 Ranur Hindustani School ...	Ranur ...	1868	2	23	...	[illegible]	240
32 Sadar Veda Sidhanta Sabha Seminaries ...	Bangalore ...	1842	299	...	...	[illegible]	1,135
33 Seringapatna Sanskrit School ...	Seringapatam ...	1869	37	...	...	[illegible]	690
34 Shethalli Catholic School ...	Shethalli ...	1862	50	...	...	[illegible]	390
35 Shimoga Hindustani School ...	Shimoga ...	1864	...	20	...	[illegible]	120
36 Tyamagondal do do ...	Tyamagondal ...	1868	...	42	...	[illegible]	357
	Total ...	...	708	1,284	384	[illegible]	17,454

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Nandidroog, 24th May 1870.

Digitized by Google

22			23			24			25			26			
…e year.			Difference.						Annual Cost of educating each Pupil.						Remarks.
Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
320	0	0	...	...	...	...	...	...	6	10	8	3	12	0	
1,290	0	0	...	...	...	80	0	0	12	10	4	4	1	10	
620	0	0	...	...	...	15	0	0	5	6	3	2	9	8	
1,626	6	3	...	...	...	...	...	...	12	10	8	4	11	0	
260	0	0	...	...	...	20	0	0	1	10	0	0	12	0	
204	0	0	...	...	...	...	...	...	9	4	4	4	10	2	
279	0	0	...	...	...	...	...	...	12	2	1	5	3	5	
325	12	0	...	...	...	37	12	0	6	6	2	2	10	4	
269	10	0	...	...	...	9	5	0	2	11	1	1	3	2	
240	0	0	12	0	0	...	...	...	8	0	0	4	0	0	
105	8	10	14	10	6	...	...	...	7	0	7	8	0	0	
280	0	0	...	...	...	7	8	0	7	5	10	3	2	6	
129	8	0	...	...	...	...	...	...	3	3	9	2	6	3	
501	12	0	...	...	...	...	...	...	11	2	4	4	0	0	
276	0	0	...	...	...	...	...	...	11	8	0	5	0	0	
257	11	0	...	...	...	...	...	...	7	12	11	3	5	4	
249	4	0	...	...	...	13	0	0	6	14	6	3	5	4	
54	0	0	...	...	...	...	...	...	9	0	0	9	0	0	
516	0	0	...	...	...	...	...	...	25	12	9	12	0	0	
792	0	0	36	7	6	...	...	...	7	8	8	4	4	6	
1,270	0	0	...	...	...	...	...	...	15	14	0	7	8	0	
264	0	0	...	...	...	...	...	...	8	12	9	4	0	0	
238	12	6	...	...	...	...	...	...	10	13	8	5	7	3	
1,320	6	6	...	...	...	...	...	...	14	8	1	6	9	6	
465	0	0	5	11	9	...	...	...	4	10	5	2	0	0	
250	2	7	...	...	...	...	...	...	7	5	9	3	8	5	
629	11	4	...	...	...	20	3	5	13	1	11	5	0	0	
529	0	0	...	...	...	...	...	...	7	8	11	3	6	10	
252	8	0	7	2	0	...	...	...	7	0	3	3	5	0	
704	6	11	...	...	...	0	6	11	11	11	10	8	0	0	
240	0	0	19	8	0	...	...	...	9	9	7	4	12	9	
1,135	8	5	169	1	0	...	...	...	4	0	7	2	2	3	
690	15	4	...	...	...	...	...	...	24	10	10	5	9	7	
390	0	0	10	0	0	...	...	...	9	12	0	4	8	0	
120	0	0	...	...	...	...	...	...	6	10	8	6	10	8	
357	8	0	...	...	...	...	...	...	8	15	0	3	0	0	
17,454	7	8	274	8	9	203	3	4							

J. GARRETT,

Director of Public Instruction.

Digitized by Google

	1	2	3	4	5	6	7	8	9
	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
				Hindus.	Mahomedans.	Others.	Total.		
	ENGLISH.								
1	Bishop Cotton's School	Bangalore	1865	...	...	46	46	39	[illegible]
2	St. John's District do	Do	1854	...	...	54	54	53	41
3	Do Infant do	Do	1854	...	...	74	74	63	47
4	Wesleyan Mission do	Do	1865	...	...	49	49	44	36
	ANGLO-VERNACULAR.								
5	Convent of the Good Shepherd	Do	1854	81	...	90	171	171	155
6	London Mission Boarding School... ...	Do	1842	...	...	34	34	34	34
7	Wesleyan Mission Orphan do	Do	1855	35	...	...	35	31	33
	VERNACULAR.								
8	Alsur Caste Girls' School	Do	1864	74	...	...	74	54	35
9	Blackpalli Catholic School	Do	1865	...	...	64	65	65	56
10	Hindu Female School	Do	1854	105	...	...	105	90	80
	LONDON MISSION DAY SCHOOLS.								
11	Do do do Arlepete ...	Do	1863	80	4	...	84	72	[illegible]
12	Do do do Balepete ...	Do	1868	...	...	...	...	...	...
13	Do do do Cubbonpete ...	Do	1857	95	13	...	108	93	68
14	Do do do Hosapete ...	Do	1867	104	...	...	104	94	76
15	Do do do Kurubarapete ...	Do	1863	156	2	...	158	159	124
16	Do do do Yellegowdanahalli.	Do	1868	75	...	...	75	63	41
17	Do do do	Anekallu	1866	20	...	...	20	23	20
18	Do do do	Yelahanka	1868	22	...	...	22	20	15
19	Mahomedan Female Educational Institution...	Bangalore	1867	...	90	...	90	85	79
20	Mysore Catholic School	Mysore	1863	41	..	...	41	36	33
21	Shethalli do do	Shethalli	1864	39	...	...	39	26	25
22	Shimoga Hindu Girl's School	Shimoga	1868	45	...	...	45	30	30
23	Wesleyan Mission Day School	Bangalore	1860	124	3	14	141	126	105
	WESLEYAN MISSION DAY SCHOOLS.								
24	Do do do Mandi Street.	Mysore	1868	60	...	...	60	50	40
25	Do do do Srirama Pete.	Do	1863	50	...	...	50	48	38
26	Do do do Fort ...	Toomkoor	1868	60	...	...	60	43	40
27	Sanmarga Darshani Balika Patashale ...	Seringapatam ...	1869	41	...	...	41	27	22
28	Madrasa Nisvan	Bangalore	1869	...	90	...	90	72	51
			Total.	1,308	202	425	1,965	1,711	1,397

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NANDIDROOG, *24th May* 1870.

Digitized by Google

A

10 A	10 B	10 C	2		23			24			25			26			
Number of Pupils o… studying in each lan… end of the …					Difference.						Annual Cost of educating each Pupil.						Remarks.
English.	Kanarese.	Hindustani.	Total.		Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.			
46	...	...	0	0	...	...	...	...	...	...	138	4	1	48	4	11	
54	...	...	0	10	...	...	...	2	14	9	17	7	10	11	5	1	
74	...	...	0	10	55	0	0	...	...	...	6	6	10	3	2	10	
49	...	...	12	4	...	...	...	178	5	4	70	10	4	21	13	1	
90	11	...	0	0	...	...	...	255	0	0	15	9	10	7	3	5	
34	34	...	0	0	...	...	...	260	1	2	109	0	11	17	10	4	
10	...	...	3	5	...	...	...	138	13	3	42	7	10	19	5	8	
...	...	...	10	0	43	9	0	...	...	...	6	7	3	4	7	2	
...	...	...	0	0	...	...	...	15	0	0	3	0	0	0	14	9	
...	...	...	10	7	40	14	8	...	...	...	11	4	4	6	11	8	
...	84	..															
...	...	..															
4	108	18															
...	104	..	15	4	1,080	0	0	...	...	...	11	13	5	2	0	9	
20	158	..															
...	75	..															
...	20	..															
...	22	..															
...	...	9	0	0	...	...	...	...	...	...	15	5	10	7	0	11	
...	...	..	0	0	5	0	0	...	...	...	16	8	5	8	5	4	
...	30	..	0	0	...	...	...	5	0	0	15	3	1	6	14	9	
...	35	..	12	2	135	3	10	...	...	...	12	10	0	7	5	4	
6	141	..	0	0	...	...	...	64	0	0	7	12	8	1	14	7	
...	60	.	0	0	...	...	...	115	2	0	6	12	2	2	6	5	
...	50	.	0	0	...	...	...	137	4	0	6	15	8	2	8	0	
...	60	.	5	10	...	...	...	...	...	...	14	3	6	5	9	3	
...	31	.	8	0	...	...	...	...	...	...	8	15	8	2	3	6	
...	...	.	8	6	..	...	...	56	14	0	10	13	11	3	0	11	
387	1,023		7	10	1,359	11	6	1,228	6	6							

J. GARRETT,
Director of Public Instruction.

Digitized by Google

No. 8.

Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1869—70.

	Receipts.																		Charges.																		Remarks.
	Schools of the Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hobli Schools.			Female Schools.			Total.			Schools of the Higher Class.			Schools of the Middle Class.			Schools of the Lower Class.			Hobli Schools.			Female Schools.			Total.			
t...	61,020	15	4	10,618	0	11	28,677	4	1	13,676	2	5	1,282	9	0	1,13,274	15	9	42,848	6	3	8,147	9	3	23,249	8	0	13,676	2	5	1,258	0	0	90,019	9	11	
...	37,986	14	0	20,568	4	1	17,525	13	1	...	...	...	31,419	12	10	1,07,500	12	0	39,784	4	0	19,832	15	1	17,454	7	8	...	...	...	31,288	7	10	1,08,360	2	7	
t...	10,414	12	3	...	...	...	...	...	...	7,737	15	5	...	...	...	18,152	11	8	10,029	4	3	...	...	...	...	...	...	7,737	15	5	...	...	...	17,767	3	8	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	1,09,422	9	7	31,186	5	0	44,203	1	2	21,414	1	10	32,702	5	10	2,38,928	7	5	92,661	14	6	28,820	8	4	40,703	15	8	21,414	1	10	32,546	7	10	2,16,147	0	2	

THE DIRECTOR OF PUBLIC INSTRUCTION,

NANDIDROOG, *24th May* 1870.

J. GARRETT,

Director of Public Instruction.

Digitized by Google

No. 9.

Abstract of Expenditure of the Educational Department for the year 1869—70.

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.			Remarks.
General Administration.										
Direction and its subsidiary charges... ...	13,070	0	0	...	...	...	13,070	0	0	
Inspection and its subsidiary charges... ...	19,720	0	0	...	...	...	19,720	0	0	
Instruction.										
Government Schools.										
General.										
Higher Class	42,848	6	3	...	...	...	42,848	6	3	
Middle Class	8,147	5	3	840	4	0	8,987	9	3	
Lower Class	23,249	8	0	...	...	...	23,249	8	0	
Hobli Schools	13.676	2	5	...	...	...	13,676	2	5	
Female Schools ...	1,258	0	0	...	...	...	1,258	0	0	
Other Items	1,132	14	9	...	...	...	1,132	14	9	
Government Schools. ...										
Special.										
General Normal School ...	4,802	1	7	...	...	...	4,802	1	7	
Hobli Normal Schools ...	7,737	15	5	...	...	...	7,737	15	5	
Engineering School ...	5,227	2	8	...	...	...	5,227	2	8	
Grants-in-aid.										
Higher Class	10,356	0	0	29,428	4	0	39,784	4	0	
Middle Class	5,920	0	0	13,912	15	1	19,832	15	1	
Lower Class	7,963	12	4	9,490	11	4	17,454	7	8	
Female Schools ...	10,324	0	0	20,964	7	10	31,288	7	10	
Miscellaneous including Book Department ...	28,824	6	3	...	...	...	28,824	6	3	
	2,04,257	14	11	74,636	10	3	2,78,894	9	2	
Paid on account of Buildings	5,017	0	0	...	...	...	5,017	0	0	
Grand Total...	2,09,274	14	11	74,636	10	3	2,83,911	9	2	

OFFICE OF THE D. P. I.,
Nandidroog, 27*th May* 1870.

J. GARRETT,
Director of P. Instruction.

Digitized by Google

APPENDIX VII.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

1. Universities (None).
2. Schools.

C. LITERARY AND SCIENTIFIC.

1. Literary and Scientific Societies.
2. The Press.

Digitized by Google

A.

ECCLESIASTICAL.

Return of Religious Institutions of Various Denominations in the Province of Mysore for the year 1869—70.

		Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income. Paid by Government.	Income. From Endowed Property. In Land.	Income. From Endowed Property. In Money.	From Fees and Offerings.	Explanatory Remarks.
Christian.	Roman Catholic ...	84*	1 Bishop, 25 Priests	25,000	360†	93	...	...	* 54 Chapels, 30 Institutions, schools and others. † The Priest of Mysore receives from His Highness Rs. 30 a month.
	Church of England ...	15‡	7	2,500	4 Chaplains and one itinerant Minister. 12,432	...	1,800	...	‡ 7 Churches, 8 Schools exclusive of Regimental Schools.
	Church of Scotland ...	1	1	450		...	...	1,917	
	Protestant Dissenters ...								
	Wesl yans ...	15	13	1,140	...	...	...	10,920	
	Independents ...	2‖	14	350	...	...	...	3,627§	‖ Besides 2 Churches there are 18 Schools. § Local subscriptions and school fees.
	Baptists ...	1	63	80	...	...	...	...	The Pastor is supported by free-will offerings.
	Greeks... ...	...	Members,	...	...	...	...	...	
	Armenians ...	...	no Priests	...	...	...	...	...	
	Unitarians ...	...	...	...	...	...	...	...	
Hindu ...	... ...	21,273	16,499	1,229,475	299,591	16,020	25,378	23,666	
Mahomedan	Soonee	610	328	70,758	13,864	521	305	1,863	
	Sheeah	3	2	150	7	...	...	...	
Seikh ...	... ...	4	21	590	21	...	...	...	
Budhist or Jain	... ...	155	68	7,383	4,130	551	191	1,854	
	Total......	22,163	17,042	1,337,876	330,405	17,185	27,674	43,847	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, 24*th May* 1870.

J. GARRETT,
Director of Public Instruction.

Digitized by Google

for the year 1869—70.

	: Institutions Aided and Unaided.										
			Income.			Number of Persons Instructed in—					
	Total.	Average Attendance daily.	From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.	Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
Colleges.—											
Arts ...											
Professional											
Schools.—											
Higher	5	702	18,039	11,390	10,356	893	728	...	12	1,589	
Middle	9	484	12,754	1,158	5,920	1,437	1,089	...	19	750	
Lower	,932	26,119	8,516	76,921	7,964	213	26,470	...	2,240	34,056	
Girls' Schools.—											
Higher	3	103	1,493	4,571	3,844	223	...	...	3	103	
Middle	3	221	4,081	560	2,400	134	140	...	3	221	
Lower	26	1,120	10,148	141	4,080	30	1,497	...	31	1,235	
Normal Schools.—											
For Masters	...	...	...	...	...	...	...	...	4	335	
For Mistresses	...	...	...	...	...	...	...	...	...	...	
Special Schools.—	...	...	...	...	...	...	...	...	3	671	
Total.....	978	28,749	55,001	94,741	34,564	2,930	29,924	...	2,315	38,960	1 in 102

OFFICE OF THE

NAN

J. GARRETT,

Director of Public Instruction.

Digitized by Google

C.

Scientific and Literary.

1. SCIENTIFIC AND LITERARY SOCIETIES.

Annual Return in the Province of Mysore for the year 1869—70.

Name.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.
		From Government.	Endowments.	Subscription.	Total.	Male.	Female.	Juvenile.	Total.		
Bangalore.											
Mysore Museum ...	To illustrate the products and resources of Mysore ...	2,866	None.	None.	2,866	89,104	44,078	...	1,33,182	Not.	1865
Literary and Scientific Institute ...	Intellectual and Moral improvement.	550	...	915—6—6	1,465—6—6	77	...	...	77	"	1868
St. John's Library for Pensioners ...	To supply suitable Newspapers, Periodicals and Books for the Pensioners and poorer residents in St. John's District ...	None	...	301—15—0	301—15—0	32	6	5	43	"	1854
Hindu Literary Union ...	Mutual improvement of the members and of their countrymen ...	...	...	237	237	22	...	...	22	"	1862
Mahomedan Library ...	To keep open to the public for the										

Digitized by Google

Name.	Number of Newspapers.						Periodicals.					
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press.					The Mysore Gazette in English and Kanarese.							
Columbian Press ...			Bangalore Herald, Eng.									
Wesleyan Mission Press ...												
Roman Catholic Press ...												
Spectator Press ...			Bangalore Spectator, Eng.									
Karnatic Press ...												
Sadar Veda Siddhanta Sabha Press ...												

Digitized by Google

IV

STATISTICS OF INSTRUCTI

C.

Scientific and Literary.

The Press.

...nual Return in the Province of Mysore for ...

...ally.	Books.			Remarks.
	English.	Other Languages.		
Other Languages.	Number of Books.	Number of Books.	No. of Copies.	
		Kanarese.		
	Rules of Civil Procedure	Civil Procedure	2,000	
	Annual Report on Pub. Instruction in Mysore for	›k	10,000	
	Do Coorg „	›ook	10,000	
	Annual Administration Report of Mysore „	:tch of the History of India ...	5,000	
	Do Coorg „	Do England ...	3,000	
	Mysore Forest Administration Report „	: Gita	1,000	
	Coorg do „	the Administration of Survey in Mysore.	500	
	Treatise on Small Pox in English and Kanarese	ettlement of Shanbhogs & Patels Haks...	2,000	
	Annual Departmental Reports of the Mysore Prov	'ax Rules	200	
	Mysore District Gazetteer	' Accounts of Public Works executed by		
	Forms of Proceedings under the Code of Criml. P	ivil Officers	200	
	Rules for the Administration of Survey in Mysor	Table of Anche Routes	200	
	Correspondence on the Formation of Village Fores	XVIII of 1869 (The General Stamp Act.)	3,000	
	Rules for the Settlement of Shanbhogs & Patels H	III of 1857 (Cattle Trespass Act) ...	50	
	Memo on Fresh Water Fish in and about Bangalo			
	Imperial Funds Rules...	he World in Kanarese	1,000	
	Schedule of Establishments	ıp of the Toomkoor District ...	70	
	Mysore Budget for the year 1870—71 ...			
	Mysore Public Works Budget „ ...			
	Coorg Revised „			
	Act No. XXIII of 1869			
	Act No. XVIII. of 1869 (The General Stamp Act)			
	Catalogue of Sanskrit Books in the Library of H			
	Catalogue of School Books			
	List of tanks in the Toomkoor District ..			
	First Book for Natives Learning English ..			
	Kanarese and English Dictionary (In part) ..			
	Large History of India (In part) ..			
	Brief Sketch History of England			
	Manual of Coorg Law, English and Kanarese (I			
	8 Books	,s	94,150	
	Butler's Abridged Catechism ...	de Medicine (in French)	400	
		Life (in Telugu)	200	
		: (in Latin)	200	
		edan Civil Law	1,000	
		antha Vilasa	1,000	
		ıparinaya	1,000	
		ıparinaya	1,000	
		ıa Charitra	1,000	
		... ...	500	

Digitized by Google